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ABSTRACT

This report provides information about a reorganized Department of Community Colleges, programs offered by institutions, financial and enrollment data by institution through the year 1971-1972, and a statistical summary. The chapters of the report are as follows: I. Role of the Community College System; II. Administration of the System--State Level: A. State Board of Education, B. Community College Advisory Council, C. Controller, D. Department of Community Colleges; III. Programs Offered: A. Degree and Diploma Programs, B. Continuing Education; IV. Financial and Enrollment Data: A. Financial Data, B. Enrollment Data, C. Statistical Summary; V. Future Planning: A. Annual Plan of Work for 1972-73, B. Long-Range Planning; VI. Institution Reports, 1971-72. (DB)

ED 095968

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

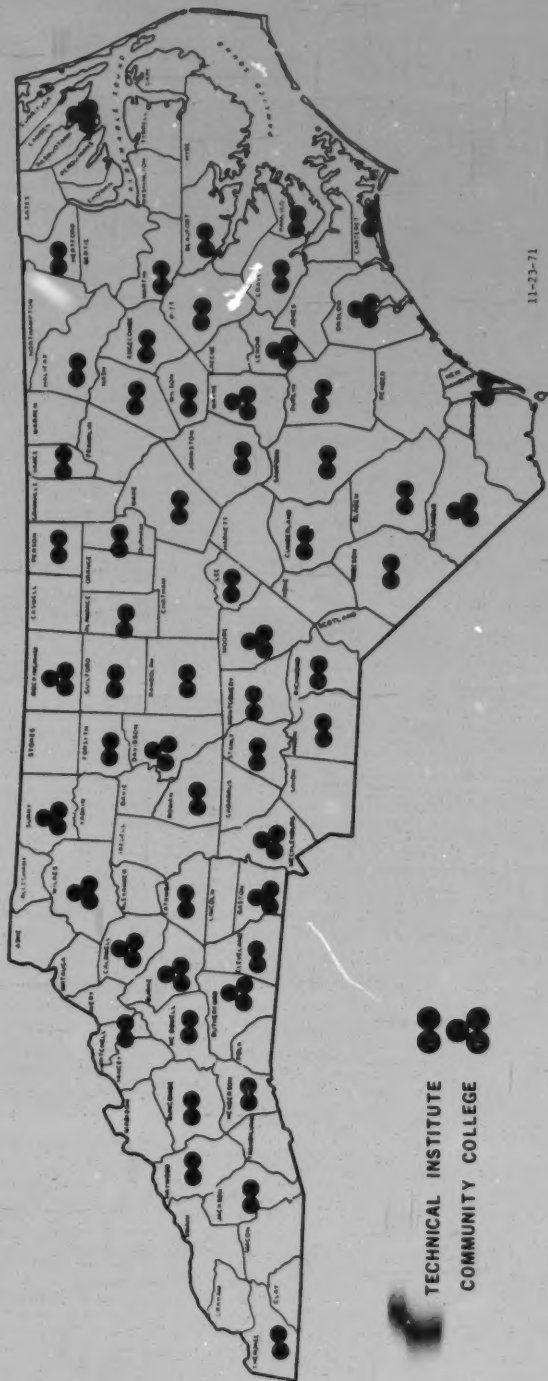
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BIENNIAL REPORT 1970 - 1972

State Board of Education
Department of Community Colleges
Raleigh, North Carolina

JC 740 340

NORTH CAROLINA SYSTEM OF INSTITUTIONS



41-23-71

ERRATA

The STATISTICAL SUMMARY, page 98, line d., should be changed by deleting the words "and local expense" and by substituting the following figures for the years indicated:

d. Net state and federal expense (state current expense less institutional receipts)

<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
\$9,061,035.09	\$12,273,581.29	\$17,140,565.54	\$22,545,585.71	\$33,276,361.74	\$38,451,865.00	\$48,692,521.50

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FOREWORD

Since the establishment of the Community College System in North Carolina in 1963, community colleges and technical institutes have followed the philosophy of Dr. Dallas Herring, North Carolina State Board of Education Chairman, who said, "The doors of the institutions in the North Carolina System of Community Colleges must never be closed to anyone of suitable age who can learn what they teach. We must take the people where they are and carry them as far as they can go within the assigned function of the System." In keeping with this philosophy, community colleges and technical institutes are comprehensive, "Open Door" institutions which serve persons from all walks of life. These institutions provide low-cost, quality instruction ranging from the first grade through the second year of college including vocational, technical and general adult training.

Previous reports describing the establishment and development of the North Carolina Community College System were issued in March 1968, April 1969, and December 1970. These reports provided an insight into the history, organization, functioning, and scope of the System from its inception through 1970. A long-range plan for the 1970-80 decade was presented in the 1970 Report.

This fourth report provides information about a reorganized Department of Community Colleges, programs offered by institutions, financial and enrollment data by institution through the year 1971-1972, and a statistical summary. In view of action taken by the 1971 General Assembly which requires each department to submit an annual plan of work and an annual report, a proposed outline for the 1972-73 Plan of Work has also been included. The long-range planning effort is still in progress and a status report indicates the major thrust of this program. To provide a brief overview of each of the institutions, institutional reports for the year 1971-72 are included.

Dr. I. E. Ready was the first Director of the Department of Community Colleges. He was appointed in July 1963, the year the System was established, and served through December of 1970. The undersigned was appointed Director, now State President, in January of 1971 and continues to serve in this capacity.

BEN E. FOUNTAIN, JR., *State President*
Department of Community Colleges

December, 1972

NAME AND LOCATION OF INSTITUTIONS

- Anson Technical Institute, P. O. Box 68, Ansonville, N. C. 28007
 Asheville-Buncombe Technical Institute, 340 Victoria Road, Asheville, N. C. 28801
 Beaufort County Technical Institute, P. O. Box 1069, Washington, N. C. 27889
 Bladen Technical Institute, P. O. Box 128, Dublin, N. C. 28337
 Blue Ridge Technical Institute, 101 North Church Street, Hendersonville, N. C. 28739
 Caldwell Community College and Technical Institute, P. O. Box 600, Lenoir, N. C. 28645
 Cape Fear Technical Institute, 411 North Front Street, Wilmington, N. C. 28401
 Carteret Technical Institute, P. O. Box 550, Morehead City, N. C. 28557
 Catawba Valley Technical Institute, Hickory, N. C. 28601
 Central Carolina Technical Institute, Route 2, Box 55, Sanford, N. C. 27330
 Central Piedmont Community College, P. O. Box 4009, Charlotte, N. C. 28204
 Cleveland County Technical Institute, 137 South Post Road, Shelby, N. C. 28150
 Coastal Carolina Community College, 222 Georgetown Road, Jacksonville, N. C. 28540
 College of the Albemarle, Elizabeth City, N. C. 27909
 Craven Technical Institute, P. O. Box 885, New Bern, N. C. 28560
 Davidson County Community College, P. O. Box 1287, Lexington, N. C. 27292
 Durham Technical Institute, P. O. Drawer 11307, Durham, N. C. 27703
 Edgecombe Technical Institute, P. O. Box 550, Tarboro, N. C. 27886
 Fayetteville Technical Institute, P. O. Box 5236, Fayetteville, N. C. 28303
 Forsyth Technical Institute, 2100 Silas Creek Parkway, Winston-Salem, N. C. 27103
 Gaston College, New Dallas Highway, Dallas, N. C. 28034
 Guilford Technical Institute, P. O. Box 309, Jamestown, N. C. 27282
 Halifax County Technical Institute, P. O. Drawer 809, Weldon, N. C. 27890
 Haywood Technical Institute, P. O. Box 457, Clyde, N. C. 28721
 Isothermal Community College, P. O. Box 36, Spindale, N. C. 28160
 James Sprunt Institute, P. O. Box 398, Kenansville, N. C. 28349
 Johnston Technical Institute, P. O. Box 29, Smithfield, N. C. 27577
 Lenoir Community College, P. O. Box 188, Kinston, N. C. 28501
 Martin Technical Institute, P. O. Drawer 866, Williamston, N. C. 27892
 Mayland Technical Institute, P. O. Box 547, Spruce Pine, N. C. 28777
 McDowell Technical Institute, P. O. Box 1049, Marion, N. C. 28752
 Montgomery Technical Institute, P. O. Drawer 579, Troy, N. C. 27371
 Nash Technical Institute, P. O. Box 2347, Rocky Mount, N. C. 27801
 Pamlico Technical Institute, P. O. Box 1215, Alliance, N. C. 28509
 Piedmont Technical Institute, P. O. Box 1175, Roxboro, N. C. 27573
 Pitt Technical Institute, P. O. Drawer 7007, Greenville, N. C. 27834
 Randolph Technical Institute, P. O. Box 1009, Asheboro, N. C. 27203
 Richmond Technical Institute, P. O. Box 1189, Hamlet, N. C. 28345
 Roanoke-Clowan Technical Institute, P. O. Box 548, Ahoskie, N. C. 27910
 Robeson Technical Institute, P. O. Box 98, St. Pauls, N. C. 28384
 Rockingham Community College, Wentworth, N. C. 27375
 Rowan Technical Institute, P. O. Box 1555, Salisbury, N. C. 28144
 Sampson Technical Institute, P. O. Drawer 318, Clinton, N. C. 28328

Sandhills Community College, P. O. Box 1379, Southern Pines, N. C. 28387
Southeastern Community College, P. O. Box 151, Whiteville, N. C. 28472
Southwestern Technical Institute, P. O. Box 95, Sylva, N. C. 28779
Stanly Technical Institute, 621 Wall Street, Albemarle, N. C. 28001
Surry Community College, P. O. Box 304, Dobson, N. C. 27017
Technical Institute of Alamance, 411 Camp Road, Burlington, N. C. 27215
Tri-County Technical Institute, P. O. Box 40, Murphy, N. C. 28906
Vance County Technical Institute, 406 Chestnut Street, Henderson, N. C.
27536
Wayne Community College, P. O. Box 1878, Goldsboro, N. C. 27530
Western Piedmont Community College, P. O. Box 549, Morganton, N. C.
28655
Wilkes Community College, P. O. Drawer 120, Wilkesboro, N. C. 28697
Wilson County Technical Institute, P. O. Box 4305, Woodard Station, Wil-
son, N. C. 27893
W. W. Holding Technical Institute, Route 10, Box 200, Raleigh, N. C. 27603

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I. Role of the Community College System

General Statute 115A-1 provides "for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs." The law further states that "the major purpose of each and every institution operating under the provisions of this chapter, shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools." Thus, the State of North Carolina, through legislative action and through State Board of Education policy decisions, has assigned to the institutions in the North Carolina Community College System, whether named community college or technical institute, a specific role in the accomplishment of certain broad educational objectives found to be necessary for the common welfare of the people of the State. Along with the roles assigned to the public schools and to the four-year colleges and universities, the Community College System makes possible the realization of the concept of total educational opportunity.

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the technical institutes and community colleges offer academic, cultural and occupational education and training opportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone of eligible age who can learn and whose needs can be met by these institutions.

Consistent with this purpose, the following goals have been established to guide long-range planning:

1. To open the door of each institution to all persons of eligible age, who show an interest in and who can profit from the instruction offered, with no individual denied an educational opportunity because of race, sex, or creed.

2. To provide a variety of quality post-secondary educational opportunities below the baccalaureate level and consistent with the abilities, desires, and needs of the students to fit them with the skills, competencies, knowledge, and attitudes necessary in a competitive society.
3. To provide for industry, agriculture, business, government, and service occupations the pre-service and in-service manpower training that requires less than baccalaureate level preparation.
4. To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the State.
5. To provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the community served by an institution.
6. To direct the resources of the Community College System toward a search for solutions to urgent community problems.
7. To provide, in both curriculum and non-curriculum programs, the education needed to assist individuals in developing social and economic competence and in achieving self-fulfillment.
8. To improve the services of the institutions and the quality of the educational and training opportunities through constant evaluation and study.

The accomplishment of these goals requires understanding of and commitment to the role assigned to the Community College System, including especially the significance of the open door admission policy with selective placement in programs, provisions made for student retention and follow-up, comprehensive and balanced curriculum and extension offerings, and instruction adapted to individual student needs. It also requires that each institution develop fully the unique educational needs of its own service area; that it adapt its educational programs to such needs; and that it maintain effective correlation with the public schools, with four-year colleges and universities, and with employers of manpower in the area.

Open door admission of both high school graduates and others who are eighteen years old or older but not high school graduates

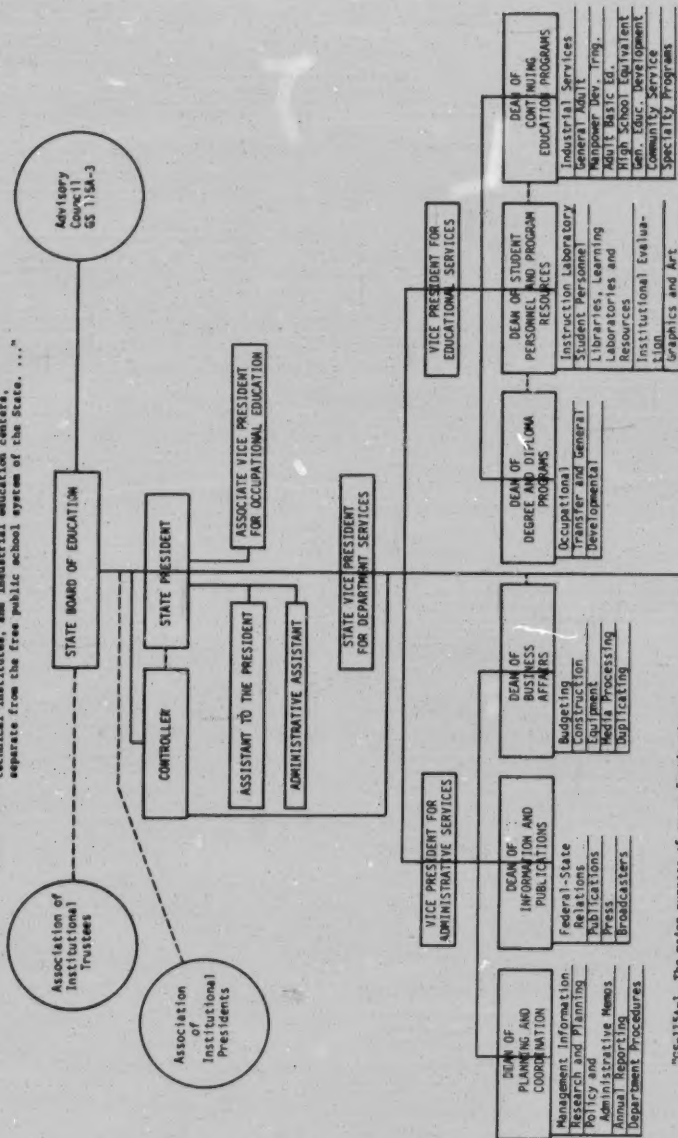
are essential requirements for filling the educational opportunity gap. A comparison of follow-up data of North Carolina high school graduates for the period 1958-1971 reveals that 59 percent of high school graduates continued training in 1971 as compared with 42 percent in 1958. Thus, it would appear that the provision of educational opportunities in community colleges and technical institutes has resulted in substantially higher percentages of high school graduates in North Carolina continuing their education. The door is also open to the school drop-out between 16 and 18 years old, providing that his needs can best be served in one of these institutions rather than in the public schools. The provision of educational opportunity for this range of student ability and needs requires occupational and general education offerings, including college level, high school level, and elementary level studies.

The carrying out of this responsibility also assigns a unique role to the institutions in the System, which role is fundamentally different from the more selective role traditionally assigned to four-year colleges and universities. Because of this, for a community college to aspire to become a four-year college could not represent normal growth, but would destroy the community college role and replace it with an entirely different type of institution.

The State Board of Education is completely committed to maintaining the unique comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic four-year college.

CHART OF ORGANIZATION OF NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

"Chapter 115A-3, General Statutes of North Carolina: The State Board of Education is authorized to establish and maintain a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. ..."



"GS-115A-1. The major purpose of every institution shall be offering vocational and technical education and training, and basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the secondary age limit of the public school system and who have left the public schools."

January 1, 1973

II. Administration of the System— State Level

A. STATE BOARD OF EDUCATION (See Chart on Page 4)

The State Board of Education provides State-level administration to the Community College System. The Board fulfills its authority by the adoption and administration of policies, regulations, and standards governing the organization and operation of the Community College System. General Statute 115A, enacted by the 1963 General Assembly, and subsequently amended by the 1965, 1967, 1969, and 1971 General Assemblies, provides the legal framework for the establishment, organization, and administration of the Community College System. This statute authorized the State Board of Education as the agency "to establish and organize a department to provide State-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department. The personnel of the department shall be governed by the same policies as the personnel of the other departments of the State Board of Education and shall be subject to the provisions contained in Article 2, Chapter 143, of the General Statutes; except the position of the director or chief administrative officer of the department shall be exempt from the provisions of the State Personnel Act, and the compensation of this position shall be fixed by the Governor upon the recommendation of the State Board of Education, subject to approval by the Advisory Budget Commission." (See chart on page 4 for organizational structure of the department under the State Board of Education and below for a list of members of the State Board of Education.)

MEMBERSHIP, STATE BOARD OF EDUCATION, 1973

James B. Hunt, Jr., Lieutenant Governor
Edwin Gill, State Treasurer
John A. Pritchett, Windsor, Vice-Chairman
Dallas Herring, Rose Hill, Chairman
Mrs. Mildred S. Strickland, Smithfield

Mrs. Eldiweiss F. Lockey, Aberdeen
William R. Lybrook, Winston-Salem
G. Douglas Aitken, Charlotte
R. Barton Hayes, Hudson
John M. Reynolds, Asheville
Harold L. Trigg, Greensboro
Richard Cannon Erwin, Winston-Salem
(Vacancy)

CHIEF ADMINISTRATIVE OFFICERS— STATE BOARD OF EDUCATION

A. Craig Phillips, State Superintendent of Public Instruction, Secretary
A. C. Davis, Controller
Ben E. Fountain, Jr., State President, Department of Community Colleges

B. COMMUNITY COLLEGE ADVISORY COUNCIL

Chapter 115A, General Statutes, provides that "The State Board of Education shall appoint an Advisory Council consisting of at least seven members to advise the Board on matters relating to personnel, curricula, finance, articulation, and other matters concerning institutional programs and coordination with other educational institutions of the State. Two members of the Advisory Council shall be members of the North Carolina Board of Higher Education, or of its professional staff, and two members of the Advisory Council shall be members of the faculties or administrative staffs of institutions of higher education in this State."

In keeping with G. S. 115A, the State Board of Education appointed an Advisory Council consisting of members from the Board of Higher Education, members from the administrative staffs and faculties of institutions of higher education, and members from agriculture, business and industry, as well as members from a number of other organizations and agencies. The original Advisory Council consisted of 33 members and met a number of times during the first five years to consider matters relevant to the Community College System.

In August, 1968, the State Board of Education enlarged the Advisory Council to include the president and the chairman of the board of trustees of each institution in the Community College System for terms coinciding with their terms of office in these positions; and in 1971, the officers of the North Carolina Comprehensive Student Government Association were added to

the Council. The Advisory Council now has 145 members. The Council, structured into four committees (facilities and finance, staffing and faculty, student personnel, and curriculum), makes studies of problems concerning the Community College System.

In December, 1966, the State Board of Education requested by way of the following resolution that the Advisory Council develop standards:

The State Board of Education requests the Community College Advisory Council to give major consideration to involving the staffs of the Department of Community Colleges and the institutions, and others, in the development of standards by which assessment can be made of the quality of institutions.

As a result of this request, the first draft of a comprehensive set of standards and evaluative criteria was completed in November, 1968, and accepted by the State Board in January, 1969.

In 1971, at the request of the State Board of Education, the Council conducted studies and made recommendations to the Board in the following areas:

Budget requests for the 1973-75 biennium
Changes needed in the General Statutes

C. CONTROLLER

The Controller is the executive administrator of the State Board of Education in the supervision and management of the fiscal affairs of the Board. "Fiscal Affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds administered by the Board." The Division of Auditing and Accounting of the Controller's office is charged with the auditing and accounting of all funds, State and Federal, under the control of the State Board of Education, including funds allocated to institutions in the Community College System, and other funds expended by the System. Its work includes all budget making, bookkeeping, writing vouchers, making reports, and performing related services.

D. DEPARTMENT OF COMMUNITY COLLEGES

Under the direction of Dr. Ben E. Fountain, Jr., who succeeded Dr. I. E. Ready as Director of the Department of Community

Colleges, the Department was formally reorganized in January of 1971. Some of the reorganizational goals were as follows:

1. Re-direction of the department from the original primary purposes of founding and creating programs of instruction for and closely supervising institutions to the major purpose of State-level system leadership founded on consensus developed by the institutions.
2. Enabling the department to serve as a catalyst in developing institutional leadership in administration, curriculum development and improvement, instruction and other services to students.
3. Strengthening of the research, planning and information functions of the department without increasing the total number of department personnel.
4. Improving communication among institutions, department, and other State Board of Education personnel.
5. Defining functional leadership responsibilities in order to facilitate coordination of department and system-wide operations.

The State President of the Department, formerly Director, was authorized to make further changes as needed and to take steps to effect plans toward meeting these goals.

The Department of Community Colleges, under the direction of the State President, administers the policies, regulations and standards adopted by the State Board of Education. In the performance of these responsibilities, the State President receives advice from the North Carolina Trustees Association of Community Education Institutions. This organization not only assists the President by giving advice, but also by promoting the Community College System on a local and a State-wide basis. The purpose of the association is to improve and expand public post-high school educational opportunity for the citizens of North Carolina. The State President receives advice and assistance not only from the Trustee Association, but also from the North Carolina Association of Public Community College Presidents. The purpose of this association is to stimulate and encourage the public two-year comprehensive post-secondary institution movement in North Carolina, to assist individual institutions with their special problems, and to promote the best interests of the association.

1. STATE PRESIDENT

The State President is the chief executive officer of the Department of Community Colleges and reports to the State Board of Education. The State President is responsible for organizing and managing the Department of Community Colleges and carrying out the philosophy, policies, actions and instructions of the State Board of Education that pertain to technical institutes and community colleges. He works cooperatively with the State Superintendent of Public Instruction and the Controller, who also report to the Board. The State President also coordinates the work of the department with other State agencies and with federal agencies. The State President is assisted by a professional and clerical staff.

2. DEPARTMENT SERVICES

The Department is organized into two broad areas, Administrative Services and Educational Services. Administrative Services encompasses planning and coordination, information and publications, and business affairs. Educational Services is organized into three broad areas consisting of degree and diploma programs, personnel and program resources, and continuing education programs. The organization of the department to include functional areas for each of the Dean's offices is shown graphically on page 4. This is followed by description, functions and activities of each of the offices. Present administrative personnel in the State Office of the Department are included on pages 237-240.

Department Services are under the direction of a State Vice President for Department Services who is directly responsible to the State President of the Department of Community Colleges. The State Vice President coordinates all departmental activities and programs and supportive services to institutions. In addition, he has professional executive responsibilities directly related to the functional responsibilities of institution Presidents and Vice Presidents for educational and administrative services.

a. Administrative Services

The Office of Administrative Services, headed by the Vice President for Administrative Services, is charged with the responsibility for the areas of Planning and Coordination, Infor-

mation and Publications, and Business Affairs. Each of these respective areas is supervised by a Dean who reports directly to the Vice President for Administration Services. Various departmental functions supervised by the three Deans under Administrative Services are as follows:

(1) PLANNING AND COORDINATION SERVICES

The Office of the Dean of Planning and Coordination Services is responsible for providing the following major services for the System of Community Colleges and Technical Institutes and the Department of Community Colleges:

(a) *Management Information*

- Collects, processes, and publishes enrollment and completion data from the institutions.
- Calculates the FTE on which each institution's budget is based and establishes the number of instructional positions to be allotted to each institution.
- Answers inquiries relating to enrollment in the System, makes enrollment projections on which budget requests are based, and completes reports required by the Office of Education of the U. S. Department of Health, Education and Welfare.
- Provides the Higher Education Facilities Commission and the Division of Property Control of the Department of Administration with space utilization data.
- Provides student data for the Statistical Abstract of Higher Education in North Carolina.
- Assists institutions in record management problems, development and implementation of record systems improvements, and maintenance of record systems.

(b) *Annual Reporting*

- Coordinates the preparation of an annual plan of work and an annual report covering programs and activities to the Governor and the Advisory Budget

Commission at the beginning and end of each fiscal year.

(c) *Policy and Administrative Memos and Departmental Procedures*

- Collects, assembles, and organizes into the proper format State Board of Education policy and Department of Community Colleges administrative regulations for distribution to all institutions, staff members and other persons or agencies that may be affected.
- Collects, assembles, and organizes into proper format departmental procedures for distribution to staff members.
- Assists in the development of policy proposals and administrative directives relating to management information, data processing, planning, record systems, and departmental procedures.
- Coordinates the production, revision, and distribution of manuals and other documents concerning policy regulations and procedures required by the Department and the institutions.

(d) *Research and Planning*

- Assists and provides leadership in the planning, conduct, and evaluation of community and institutional research and planning projects at any level where such activities affect the Department of Community Colleges.
- Assists institutions in the development and preparation of short- and long-range plans.
- Maintains close consultative relationships with institutional planning officers, directors of student personnel services, registrars and admission officers.
- Coordinates planning and organizes inter-institutional planning conferences, workshops and seminars, and other in-service training programs for institutional personnel.

- Assists in the development, implementation, leadership, oversight and coordination of research and planning at the departmental level.

(2) INFORMATION AND PUBLICATIONS

Under the Office of Dean of Information and Publications are the following areas of responsibility:

- Federal-State Relations
- Press and Publications
- Broadcasters

The Office of Information and Publications is headed by a Dean. Since January 1, 1972, when the current organizational structure was initiated, the Vice President for Administrative Services has served a triple role as Vice President, Dean of Information and Publications, and Coordinator of State-Federal Relations. It is anticipated that the Dean's position will be filled in the near future so that this important position will be staffed by a person devoting his full attention to this office.

Although the position for a Coordinator of State-Federal Relations has not been allotted, a request for adding this position has been included in the budget for the 1973-75 biennium submitted to the Advisory Budget Commission.

Another position that has been requested is a permanent communications specialist. The chief responsibilities of this person would be to coordinate the "Progress Report" radio program which is currently broadcast over 200 stations in North Carolina; compose, type and distribute a report of all the programs scheduled for each month; and to prepare exhibit booths for the Community College System relating to a particular program or feature. Until this position is approved, these functions are being performed by a secretary on the Information and Publication staff.

The position of Coordinator of Press and Publications is a permanent position. The chief functions of the position are to (a) to write news and feature articles for newspapers, radio, television, and magazines on both a national

and State level; (b) to be actively involved in other public relations activities; and (c) to edit a quarterly journal, reports, policy manuals, brochures and other publications.

In general, the Office of the Dean of Information and Publications is and will continue to serve the institutions in the following capacity:

1. Preparation, publication, and distribution of the *Open Door* and the monthly *Community College Bulletin*.
2. Coordination of the periodicals which are prepared, published, and distributed by the respective offices and divisions of the Department. Coordination will be done by a review of the periodicals in draft form to insure against information conflicts and to suggest additional information that might be included.
3. Maintain contact with the news media—press, radio, and television.
4. Prepare news releases for use by the various news media.
5. Prepare releases for presentation on radio and television public service time.
6. Serve as a point of contact to assist in providing answers to queries by representatives of the news media.
7. Serve as a point of contact to assist in providing information to other State agencies.
8. Serve as a contact in arranging for speakers from the Department of Community Colleges when requested by agencies.
9. Assist the institutions with their public information programs.
10. Prepare and distribute summaries of information to the institutions to assist them with their local public information programs.
11. Maintain contact with the institutions and the offices and divisions of the Department of Community Colleges to identify information that should be released to the public through the news media or within the

Community College System through the several available means.

12. Prepare and maintain a public information plan as a guide for the institutions and the Department of Community Colleges.
13. Prepare progress report publication on a biennial basis.
14. Plan, coordinate and implement the weekly broadcast, "Progress Report".

In summary, the aim of the Department in the area of public information is to coordinate and supplement what the institutions are already doing. Its purpose is to supply information to the State Legislature and to the institutions for use with their county commissioners. Acting in a catalytic capacity, it is the desire of the Department through this office to provide, assist, and coordinate information for use of the local authorities.

(3) BUSINESS AFFAIRS

The purpose of the Business Affairs Office is to provide: (1) business management for the Department, (2) business administrative coordinated advisory and supervisory services to the institutions, and (3) certain centralized institutional operational services which can be more economically and efficiently accomplished by centralized operation. Services are provided for 56 institutions currently serving over 400,000 students. The Business Affairs Office provides the following functions:

(a) *Budgeting*

- Coordinates development or revision of budget formula, budget requests, staffing and equipment standards, and other fiscal or managerial regulations to be considered by the president for referral to the State Board of Education.
- Exercises day-to-day management and control of the budget for departmental operations consistent with established policies, standards, and regulations.

- Provides coordination, supervision, and direction to in-service training of institution business managers and business office personnel at institutions.
- Prepares budgetary requests, other fiscal information, fiscal memoranda and proposed fiscal forms.
- Advises with officials of the Department, the institutions, and other pertinent State and federal agencies on matters pertaining to fiscal affairs and business management within the confines of established policy decisions and standing rules and regulations.
- Assist in interpreting fiscal policies and procedures to the departmental staff and to appropriate personnel in institutions.
- Conducts reviews of institution audits, monthly fiscal reports, requests for certification of funds, and takes action upon the same consistent with the established policy standards, regulations, and directives.
- Prepares reports and answers inquiries relating to fiscal affairs in the Department and institutions.

(b) *Construction*

- Provides consultant services to institutions relative to site selection, construction funding, and space utilization.
- Coordinates construction funding.

(c) *Equipment*

- Provides institutional equipment management services through perpetual inventory preparation, maintenance, and periodic audit. It also provides preventative maintenance, emergency repair assistance, and inter-institutional transfers to assure optimum utilization of equipment.

(d) *Media Processing*

- Purchases, catalogs, and distributes library books, and other media for institutional library collections consistent with established control standards.

(e) Duplicating

- Provides duplicating services to the Department of Community Colleges.

b. Educational Services

The Office of the Vice President for Educational Services is primarily concerned with administration of all educational programs throughout the Community College System. He is responsible for degree and diploma programs; student personnel and program resources and continuing education. Internal departmental responsibilities include executive leadership and oversight, direction, review, evaluation and recommendations to higher authority with respect to all functions, programs, activities and services administered by or through the Dean of Degree and Diploma Programs, the Dean of Student Personnel and Program Resources, and the Dean of Continuing Education. Various departmental functions supervised by the three Deans under Educational Services are as follows:

(1) DEGREE AND DIPLOMA PROGRAMS

The Dean of Degree and Diploma Programs is responsible for departmental leadership and oversight and for administrative, consultative, advisory, and training services to institutions of the Community College System and to related State, federal, and other relevant officials, agencies, and institutions in all matters related to degree and diploma programs in:

- Occupational training.
- Academic education through the first two years of college work.
- General education leading to an Associate Degree.
- Developmental education allied with or preparatory for the above programs of education and training degree and diploma programs.

The degree and diploma programs are offered by the post-secondary institutions in pursuance of General Statute 115A-2. This statute is explicit in the definition of a community college or a technical institute and the programs which each shall offer.

To provide the educational needs of young people and adults, the Community College System is committed to the philosophy of the open door institution. A wide and varied selection of programs is available to provide additional education or the development of occupational skill and knowledge.

(a) *Occupational Education*

This division is responsible for the coordination of pre-employment occupational educational programs for out-of-school youth, high school graduates, and adults. The length of training varies from eleven weeks to two years, depending upon the degree of skill or technical knowledge required by the occupation.

Recent changes in federal legislation have provided additional resources for training disadvantaged and handicapped individuals. The division assists the institutions in developing programs to aid these individuals in becoming independent productive citizens of the State.

Specific functions of the Occupational Education Division are:

- Advising in the development of occupational curricula, instructional materials, and audiovisual materials in the broad areas of agriculture, business, health, trade, industry, and government.
- Advising in the development of suggested lists for equipment, textbooks, films, and filmstrips.
- Advising and consulting with institutional personnel on curriculum instruction, evaluation, equipment, and facilities.
- Coordinating and conducting in-service workshops and seminars for institutional instructors and staff.
- Providing liaison service between local institutions and the Department of Community Colleges, State Director of Occupational Education, State Board of Education, and U. S. Office of Education.

- Organizing and coordinating inter-institutional orientation and in-service conferences on the various problems which may develop within the occupational education area.
- Advising and consulting with institutional personnel on programs for disadvantaged and handicapped individuals.
- Advising and consulting with institutional personnel on cooperative education programs and exemplary, innovative programs and techniques.
- Representing the Department on committees, and providing liaison with other State agencies and professional associations.

To aid each institution in offering quality occupational programs, the Occupational Education Division is committed to providing any needed assistance.

(b) *College Transfer and General Education*

The College Transfer and General Education Division assists institutions in the design and development of quality programs that lead to the Associate in Arts degree, Associate in Science degree, and subsequent transfer to four-year colleges and universities. Assistance is also given for the development of general education courses and programs that provide for intellectual, cultural and social development of those who desire courses or a program of general education, or those who are not ready to choose a more specific program.

In addition to the functions listed above, general duties of the Division include the following:

- Working with the Joint Committee on College Transfer Students in the development of guidelines to facilitate transfer.
- Providing liaison service between the Department of Community Colleges and the University of North Carolina Board of Governors, North Carolina senior colleges and universities, North Carolina Association of Colleges and Universities, and local institutions.

- Providing assistance in the planning, developing, and implementation of General Education Programs.
- Providing assistance and consultation with institutional personnel on college transfer curriculum instruction, evaluation, equipment, and facilities.
- Developing suggested lists for equipment to be utilized by institutions.
- Coordinating and conducting in-service workshops and seminars for college transfer instructors and staff.
- Organizing, upon request, inter-institutional conferences on problems of mutual concern which may develop within the college transfer area.
- Providing good offices and services for the stimulation of innovative programs within and across the various disciplinary areas.
- Providing assistance in the planning and review of institutional catalogs.
- Conducting studies on enrollments in liberal arts, pre-professional, general education, and guided studies programs. This work includes follow-up studies for students transferring to senior institutions in North Carolina.

Among the outstanding activities of this division has been its work in developing general education guidelines, articulation guidelines, and a course numbering system.

The College Transfer and General Education Division also worked with the Curriculum Committee of the Community College Advisory Council in the development of a general education curriculum for students enrolling in Associate in Arts degree and Associate in Science degree programs.

(c) *Developmental Program*

The Developmental Program Division assists all institutions in the Community College System in the

design and development of quality programs in developmental education. These programs are specialized non-credit courses for students requiring additional skills in order to perform at the desired level—college transfer, technical, or vocational. An individual who desires to enter a specific curriculum program and who has deficiencies in prerequisites or low entrance tests results is guided into a program of study designed to increase his proficiency. These programs are designed to meet the individual's needs for the curriculum to be entered. In addition, this division is responsible for assistance to institutions in the development and implementation of new innovative curriculums, innovative methods of instruction, and experimentation.

Specific functions of the Developmental Division are:

- Advise, consult, and make recommendations of organization, instructional methods, techniques, procedures, equipment, and materials to be utilized in the orderly development and implementation of instructional programs for developmental education.
- Coordinate the development and evaluation and operational standards for courses, instruction, and personnel performance in the institutions of the Community College System as these relate to developmental programs.
- Coordinate and conduct in-service workshops and seminars for developmental education instructors and staff.
- Consult with the National Laboratory of Higher Education, Learning Institute of North Carolina, senior institutions, and other agencies and organizations in matters that relate to developmental programs.
- Provide liaison service between the local institutions and the State Board of Education.
- Develop and implement new innovative approaches to instruction such as audio-tutorial, open class-

rooms and laboratories, self-pacing learning, and experimentation with new teaching methods and techniques.

- Provide leadership in the development, organization, and supervision of experimental and pilot programs in vocational and occupational education.

(2) STUDENT PERSONNEL AND PROGRAM RESOURCES

The Office of the Dean of Student Personnel and Program Resources is responsible for providing the following major services for the Community College System and the Department of Community Colleges:

INSTRUCTIONAL LABORATORY

- Provides consultative and coordinative services to institutions involved in curriculum development and program planning.
- Assists individual institutions with in-service training and provides in-service education for institutions through workshops and conferences.

STUDENT PERSONNEL

- Assists institutions with recruitment, admissions, registration, counseling, student aid, job placement, follow-up of graduates, and other matters related to student welfare.

LIBRARIES, LEARNING LABORATORIES AND RESOURCES

- Provides consultative services in the development and management of libraries and learning resource centers.

INSTITUTIONAL EVALUATION

- Provides leadership in the planning, conduct and evaluation of institutions for accreditation and the development of research models for the evaluation of institutional programs.

INSTRUCTIONAL MEDIA AND GRAPHIC ARTS

- Implements the production, selection, procurement, and use of graphic and artistic instructional material and

other audio-visual resources supportive of instruction and training.

The Office of Student Personnel and Program Resources has responsibilities of departmental leadership and oversight and for administrative, supervisory and training services to institutions of the Community College System in all matters related to student personnel and program resources. These services are provided through the following divisions:

(a) *Instructional Laboratory*

The Instructional Laboratory works cooperatively with all agencies and institutions in the Community College System in matters pertaining to the instructional processes. The laboratory acts as a catalyst to coordinate the development and dissemination of instructional products, and to conduct an in-service education program that will improve the educational process.

The Instructional Laboratory staff provides leadership to improve and upgrade the instructional process. This is accomplished by keeping abreast of new and proven instructional techniques that will increase student achievement and by disseminating such information to the different agencies and institutions of the Community College System.

The position of the educational consultant on the Instructional Laboratory staff is described in terms of his responsibilities for certain curriculum areas and a specialty area. Each consultant has a cluster of curriculum areas for which there is responsibility in terms of classroom instruction. In addition, the consultant is responsible for keeping up-to-date on special facets of educational information which relate directly to classroom instruction.

The Instructional Laboratory staff is responsible for development of innovations in curricula, methods and media, consulting and in-service education, and information evaluation and dissemination in a broad cluster of educational programs. The staff, while having specific skills, knowledges, and experi-

ences in a specialized field, has a knowledge of a broad cluster or group of programs.

Some of the principle responsibilities and duties of this staff are:

- Developing curricular guidelines and total program philosophy and objectives.
- Evaluating curricular need and assisting institutions with local planning.
- Planning, developing, and maintaining a comprehensive and quality program.
- Working with advisory committees in the overall coordination and development of suggested curriculum guidelines, equipment lists, course outlines, facilities, instructor qualifications, etc.
- Serving as a consultant to administrative personnel in matters pertaining to curriculum, equipment, facilities, instructional staff, instructional materials, library, etc.
- Working with other educational agencies in an effort to coordinate career education programs.
- Evaluating and coordinating preparation of instructional materials.
- Publicizing those activities tending to develop and maintain quality programs.
- Assisting local institutions through consultation and supervision in initiation and implementation.
- Contacting and serving as consultant to professional, industrial, labor, educational, and other organizations regarding training and placement of students.
- Serving as an advisor to groups of instructors meeting for the purpose of professional development.
- Organizing and conducting conferences and workshops for instructors and local supervisory personnel.

- Analyzing State-wide and nation-wide trends to provide an ongoing and up-to-date program for the State.

(b) *Student Personnel*

The Division of Student Personnel Services has the responsibility for administrative, advisory, and training services to the institutions of the Community College System and to related State, federal, and other agencies in all matters related to student personnel, such as recruitment and admissions of students, testing and counseling programs, financial aid programs, and student activities, including student government, job placement and follow-up.

The Director of the division from time to time represents the area of Student Personnel Services in dealing with other educational agencies and professional associations in State, regional, and national meetings.

He serves as advisor to the N. C. Comprehensive Community College Student Government Association, an organization whose membership is composed of elected officers of student government associations from the local institutions. He also serves as conference program coordinator for the Student Services Personnel Association. And upon request he assists other organized professional groups in the Community College System.

Each of the institutions has a student personnel administrator who is assisted by qualified staff members. At the present time, there are a total of 283 persons working in Student Personnel Services in the System.

The Student Services Personnel Association, organized after the establishment of the Community College System, meets quarterly, including the Professional Development meeting in the fall. Attendance is excellent with an average of 100 people representing over 50 schools in attendance at each meeting.

The North Carolina Comprehensive Community College Student Government Association was estab-

lished in 1969. This organization has worked closely with the local institutions in establishing student government associations at the local level. In 1971-72, student representatives were placed on various faculty and administrative committees at many of the local institutions in keeping with the trend throughout the country of providing more student voice in the operation of educational institutions.

The local student government associations are publishing student newspapers, yearbooks, and student handbooks. Lecture series, concert series, and other special projects are also sponsored by various student organizations. In addition, intercollegiate sports in basketball, track, and golf are sponsored on a limited basis. These activities are financed by student activity fees.

Student Personnel Directors have been working with student government association, directors of occupational education, and the academic deans to establish effective faculty-advisor systems. Studies have shown that a good faculty-advisor system can be effective in helping the student to meet his academic goals.

(c) *Libraries, Learning Laboratories and Resources*

The division has planning and coordinating functions relating to the libraries and learning laboratories within the 56 community colleges and technical institutes.

Consultant library services are provided to institutions in the following areas:

- Libraries, learning resources centers, and learning laboratories.
- Instructional materials, as well as the uses of materials, in curriculum planning.
- Media programs.
- In-service training sessions for local library personnel, para-professional personnel, and audiovisual technicians.

- Curriculum programs for community college librarians and other media personnel.
- Media component curriculum and non-curriculum programs.
- Textbooks, other media libraries and educational technology—disseminating information to personnel at the local level.
- Media facilities based upon local need.
- Standards for libraries and learning resources centers—accreditation and evaluation.
- New and existing media centers—selecting furnishings, personnel, and materials.
- Papers and articles presented at local/State and national meetings of professional personnel concerned with libraries, learning resources centers, and all phases of technology instructional media.
- Educational programs administered in part through State or public library facilities.
- Policy proposals for presentation to the State Board of Education relating to all libraries, learning laboratories, and audiovisual programs in community colleges and technical institutes.
- Library resources and other instructional media supporting general adult education programs, adult basic education, and adult high school equivalency programs.
- All instructional media—collation, preview, evaluation, and utilization.
- Evaluation programs to determine effectiveness of libraries, learning resources centers, learning laboratories, and other media programs.

The Learning Laboratory can best be defined as a programmed systems approach to learning. It is an accumulation of commercially available programmed or self-instructional materials to be used under selected procedures and principles effective with adults. The methodology can best be defined as: interviewing

and counseling the student; tailoring a curriculum and learning activities to the needs of each student; administering placement inventories and placing the student at a level whereby he achieves immediate success, but is never frustrated by a level greater than his rate of comprehension; establishing a working relationship between the learner and the material whereby the student depends upon the program to teach him on a one-to-one ratio; evaluating the student's progress to guarantee success; and scheduling work periods that are convenient to the student at a time and as many times a week as he desires.

The labs include more than 100 programs, with reading level ranging from grades 1-14. The initial materials supplied to the majority of labs include 15 programs and kits in reading, 13 in English and language arts, 19 in arithmetic, 15 in mathematics; 10 in social studies, six in science; five each in business and foreign language; and a variety of additional programs including such subjects as psychology, statistics, slide rule, physics, medical terminology, air conditioning, sheet metal, electricity, calculus for physical science, on-the-job attitudinal training, and trigonometry for physical science. Forty-nine of these programs provide instruction typically given to pupils prior to the ninth grade; 32 programs teach high school subjects and skills; and nine of the unclassified programs teach a technical skill or appeal to adult interest.

Since the inception of the learning laboratory program in 1964, the number of full-time coordinator positions budgeted has increased rapidly, with 76 for 1967-68, 150 for 1970-71, and 171 for 1972-73. There were 81 labs in 1969 serving 13,000 adults. In 1971-1972, 16,444 students received instruction in one of the 98 comprehensive learning laboratories in operation. The flexibility of learning laboratories—the programmed learning concept—has proven to be highly advantageous in providing educational programs for correctional units, military installations, and industries. Since inception of the mini-lab concept in

1968, they too, have increased in number and are now serving a vital role in support of adult basic education programs.

The roles of the learning lab and mini-lab are filling gaps in the educational system which cannot feasibly be met by any other procedure or method.

Consultant Learning Laboratories Services are provided in institutions in the following areas:

- Administrative and logistical support to all learning laboratories.
- Consulting services in the total operation of learning laboratories.
- Pre- and in-service training for professional and para-professional personnel in learning laboratories.
- Liaison through effective communication among all learning laboratories within the System.
- Compiling and analyzing statistical data from all learning laboratories.
- Developing curricula in a variety of program areas.
- Developing and analyzing placement inventories, curriculum guides and evaluation reports.
- Selecting materials and equipment.
- Evaluating new procedures and techniques in the operation of learning laboratories.
- Developing lists of materials and equipment.
- Installing new learning laboratories as required.

(d) *Institutional Evaluation*

The primary function of this division is to assist the institutions in the Community College System to achieve and maintain a minimum level of quality in their total educational programs. This goal of quality is attained through institutional self-studies and evaluation, the establishment of minimum standards for all educational programs, and institutional accreditation by the appropriate agency or agencies.

STATE STANDARDS AND EVALUATIVE CRITERIA

A significant accomplishment of the Institutional Evaluation Division, with respect to quality control in the Community College System, has been the development of standards and evaluative criteria. At the request of the State Board of Education, the Community College Advisory Council sponsored this standards project. Over one hundred individuals within the System actively participated in the project. Standards and evaluative criteria were developed for the following major aspects of an institution's operation: Philosophy and Purpose, Educational Programs, Faculty, Learning Resources Center, Student Personnel Services, Physical Facilities, Organization and Administration, and Financial Management and Resources.

The standards and evaluative criteria, adopted by the State Board of Education in 1969 are designed to assess the quality of performance of the total institution.

EDUCATIONAL PROGRAM STANDARDS

In 1972, another major project was begun by the Community Advisory Council—the development of educational program standards. Under the direction of a steering committee and the staff of this division, numerous committees will be organized to develop specific standards for the various educational programs offered within the Community College System. The development and use of these standards will provide additional assurance of quality to the State Board of Education, the institutional trustees, and the general public.

STATE ACCREDITATION

Institutional accreditation by the State Board of Education was begun in 1970. As of 1972, 15 institutions within the System had received initial accreditation. To achieve State accreditation, the applicant institution must conduct institutional evaluations, be evaluated by outside evaluators, and be recommended to become accredited by the Accredita-

tion Screening Committee. This nine-member committee, appointed by the State Board, is made up of six presidents from accredited institutions and three members at large.

REGIONAL ACCREDITATION

The Southern Association of Colleges and Schools is the regional accrediting agency for institutions within the North Carolina System. As of 1972, all 29 institutions within the System which have gone through accreditation procedures have been accredited by the Southern Association, 13 of these being community colleges and 16, technical institutes.

MAJOR FUNCTIONS

Listed below are the major functions of the Division of Institutional Evaluation:

- Administers a program of institutional evaluation and accreditation for the State Board of Education.
- Provides consultant service to institutions of the Community College System in the development and operation of local evaluation programs.
- Participates in special studies which are relevant to the evaluation of the institution.
- Assists the institutions within the Community College System in their accreditation efforts with appropriate accrediting agencies.
- Coordinates the activities of committees in the development of educational program standards.
- Provides staff services to the Community College Advisory Council.

(e) *Instructional Media and Graphic Arts*

- Conducts teacher-training workshops within the individual schools, in the field of Instructional Media and Graphic Arts.
- Conducts specialized workshops for teachers in specific disciplines, in audiovisual techniques.

- Supplies consultant service to the presidents and staff of the institutions in this field.
- Prepares audiovisual presentations for the State staff.
- Supports the State staff with layout, design and finished art for all publications.

(3) CONTINUING EDUCATION PROGRAMS

1972 was a year of change for continuing education. Prior to this time, needs for continuing education had been met under a variety of programs, each structured under whatever division seemed most appropriate at the time the demand was made or the need for a given program became known.

With the departmental reorganization of 1972, all non-degree and non-curriculum programs were grouped under the office of Continuing Education. By name, these are:

(a) *Adult Services*

This includes the large adult basic education program, the GED-high school equivalency certificate program, the adult high school diploma program, community services programs of a cultural nature, including performances by the North Carolina Symphony Orchestra, the Carolina Repertory Theatre, visiting artists, lecturers, and musicians. It also encompasses that broad area of community-school involvement which relates to citizenship training: those workshops, training sessions, seminars, which provide local citizens opportunities to learn and act upon issues which affect the quality of life within their respective communities, the State, nation, and the world. Such programs are conducted in frequent cooperation with senior institutions or with special interest groups who develop such training programs for use in the schools. One of the best examples of this type of work is the broad educational program for inmates of correctional institutions. Starting in 1965 as a single program for illiterate inmates, this program has emerged in 1972 to offer a broad variety of educational opportunities to prisoners.

(b) *Specialty Education Programs*

These programs are a part of the continuing educational service to a large and critical clientele within the communities. Primary focus is given to upgrading and retraining policemen, firemen, hotel-motel managers and staffs, and fisheries industry personnel. Ancillary staff personnel are provided in these programs for the very specialized types of training conducted. Examples are "breathalyzer" and VASCAR specialists. All personnel working in the specialty education program areas are trained practitioners within their respective assignments, and bring to their work in planning and implementing these programs many years of practical on-the-job experience.

(c) *Industrial Services*

These services are the Department's most direct contact with the State's industries. Maintaining close liaison with the State Department of Natural and Economic Resources, the North Carolina Industrial Developers Association, and other key organizations and persons committed to North Carolina's industrial growth, Industrial Services aids in the search for new industries to come into the State, develop an initial training program for newly employed workers, as well as a program for updating the skills of older workers, and offers ongoing training programs at the management level through the Management Development Training Component of this service.

(d) *Manpower Development Training*

This is another area of continuing education. Combined within this particular program are many elements which characterize work going on in several other areas. It is identified separately because it is a specially funded program from the Federal Government (P. L. 90-636), and its focus is limited to a very specialized group of students in a very concentrated skill training area over a set period of time.

Coordination and implementation of these projects requires close contact with the Employment Security

Commission in identifying project selection and program clients; close planning and coordination are also required of this office in working with the State Manpower Council and the North Carolina Manpower Development Council.

III. Programs Offered

A. DEGREE AND DIPLOMA PROGRAMS

1. OCCUPATIONAL PROGRAMS

Within the Community College System, full-time occupational programs are offered by the community colleges and the technical institutes. The selection of the programs offered by each institution is representative of the needs of individuals and the available job opportunities of the area. Every attempt is made to provide quality, up-to-date education for students who attend a post-secondary institution. More than 190 occupational curricular offerings are available within the System.

TECHNICAL PROGRAMS—these programs, two academic years in length, prepare students for entry level jobs as para-professionals. The graduate usually will work under the direct supervision and in close cooperation with a professionally trained person. His education is collegiate level and includes communicative skills, social studies, mathematics, physical sciences, and technical and related specialty courses. The technical programs are designed to meet the ever-increasing demand for technicians. However, certain courses may be accepted by four-year colleges and universities as transfer credit. An Associate of Applied Science degree is awarded upon successful completion of a technical program.

VOCATIONAL PROGRAMS—these programs are designed to train individuals for entrance into semi-skilled occupations. They vary from one to four quarters in length, depending upon the development of skill and job proficiency required. The Vocational Program consists of general education courses, and skill development and related courses. The training is designed to assist the individual to progress rapidly to the skilled or "craftsman" level. Certificates are usually awarded on the completion of one to three quarter length programs and a diploma for programs of four quarters in length.

a. Agricultural and Biological Education

The technological explosion in agriculture and the rapid expansion of the off-farm phase of the nation's biggest industry have brought about an increasing need for semi-

professional workers known as "technicians". The agricultural industry in North Carolina needs individuals with a good understanding of agriculture who can exercise sound judgment and competently perform such activities as selling, servicing, supervising, controlling, evaluating, diagnosing, building, operating and testing in specialized situations. The training of such individuals is a primary objective of the agricultural and biological education offering.

Examples of areas where agricultural and biological technicians are needed and for which training opportunities are offered are farm supply and equipment firms; feed and fertilizer plants, horticultural enterprises, poultry hatcheries, agricultural chemical firms, agricultural research installations, food processing plants, forest services and industries, soil and water conservation districts, veterinary hospitals, and large specialized farming operations.

The following two-year technical curricula have been developed and are offered by various institutions to meet the needs for technicians in agriculture and biology: agricultural business, agricultural chemicals, agricultural equipment, agricultural research, fish and wildlife management, fisheries research and management, floral design and shop management, food processing, forest management, forest recreation, ornamental horticulture, poultry and livestock, recreational grounds management, soil and water conservation, veterinary medical, wood products—primary, wood products—secondary, dry kiln operating, farriering, log sawing, lumber inspecting, and saw filing.

b. Distributive Education

As the population expands, there is an increased need for trained personnel to work in the areas of marketing and distribution of goods, finance, credit, insurance, real estate, and advertising. In an effort to meet this need, curricula have been developed to provide occupational training for those individuals interested in working in one of these areas of employment. Short-term training and courses are also provided to up-grade skills and provide employment opportunities for adults.

c. Engineering Technologies

With the increasing industrialization of the State and an advancing technological boom, there is an increasing demand for technicians to support engineering functions. Engineering technology programs have been developed to prepare individuals to work in close harmony with engineers and other professionally trained persons in an industrial setting. The following curricula train for a broad range of engineering technology skills: air conditioning and refrigeration, chemical, civil, electromechanical, architectural, furniture drafting and design, mechanical drafting and design, electrical, electronics, fire and safety engineering technology, industrial engineering technology, instrumentation, industrial management, manufacturing, and environmental engineering technology.

d. Health Occupations

Health occupations education prepares individuals to function on a close working relationship with professional workers in providing services to persons with health prob-

lems. The health occupations area is one of the fastest growing occupation areas today. In the nation as a whole, there is a need for preparing some 10,000 new health workers monthly.

When the Department of Community Colleges was established in 1963, health occupations education consisted mainly of 19 practical nurse education programs and extension courses offered by the industrial education centers and the public school system. In 1972, there were fourteen different curricula in technical education and five in vocational education to make a total of nineteen different kinds of health occupations programs being offered in the Community College System. In nursing alone, there were forty-two practical nurse education programs and eighteen two-year associate degree nursing programs being conducted in the 56 institutions.

Requirements for licensure and for certification of persons completing most of the health occupations programs influence the organization and development of the curriculum.

Presently, the following examples of curricula are offered by post-secondary institutions: dental laboratory, dental hygiene, diploma nursing related, health professions assistant, inhalation therapy, medical assistant, physical therapy assistant, radiologic, dental assistant, medical office assistant, opticianry, personal care and family aide (home health aide), practical nursing, associate degree nursing (registered nursing), medical records, mental health associate, recreational therapy, hospital ward secretary, nurse assistant, psychiatric aide, and operating room assistant.

e. Home Economics and Food Service

Increased emphasis has been directed toward occupational training for those working outside of the home. Many opportunities for employment exist in the areas of hotel-motel operation, food service, cosmetology, infant and child care, interior design, home furnishings, and clothing production and services. Curricula and courses are available to train individuals in these areas and provide employable skills for those interested in this type of work.

f. Office and Business Technologies

The purpose of programs in business technologies is to prepare individuals for employment at the semi-professional level to support industry and business with trained personnel.

The successful business enterprise can no longer operate with a few typists and bookkeepers. Today's business office is automated to a considerable degree. Technicians are required for business data processing, machine accounting, inventory control, customer billing, information retrieval, microfilming of records, and copy reproduction. Also, the private secretary of today must supplement typing and shorthand with many new skills and abilities to meet the demands of the position.

Business technologies offered in the Community College System are two years in length, leading to an Associate in Applied Science degree.

g. Trade and Industrial

The System of Community Colleges offers a wide variety of industrially oriented training programs. These programs are designed to train individuals to be skilled craftsmen or semi-skilled workers for specific needs of industry. The range of programs provided will meet the needs of persons with different types and levels of ability and with desires to enter an industrial occupation.

Among the curricula offered are: auto mechanics, auto body repair, aviation mechanics, air conditioning and refrigeration servicing, building trades, electrical maintenance, knitting machine and loom fixing, machinist, mechanical drafting, production assistant, radio and television repair, tool and die making, and welding.

h. Programs for the Disadvantaged and Handicapped

Federal legislation requires the State to utilize 25 percent of the basic allotment of vocational education funds to assist the disadvantaged and handicapped to succeed in

occupational education. Funds available to the Community College System are used in each of the 56 institutions to educate and train additional thousands of individuals. Program components include recruitment, testing, counseling, basic education, consumer education, skill development and job placement. Most of the individuals completing the training have a basic job entry skill and are employed. Each individual is encouraged to return to a post-secondary institution for additional education and training.

i. Cooperative Education

With the passage of the 1968 Vocational Education Amendment Act, additional emphasis has been placed upon cooperative education. This is a plan whereby an institution develops an agreement with cooperating business and industry to provide alternate periods of time in school and on the job. Benefits accrue to all three—the student, business or industry, and the institution. The student receives training on the job and thereby is better qualified with actual work experience. The institution can accept increased numbers of students and utilize the same facilities, since a portion of students would be on the job while the remaining number are in school. At a predetermined time in the schedule, the students would alternate: the student in school would go on the job and the student working would return to school. Nine new programs of cooperative education have been started. It is anticipated that additional programs can be started in the next few years.

j. Public Service Technologies

(1) FIRE AND SAFETY ENGINEERING TECHNOLOGY

The advancement of the space age has brought about many complex fire safety problems. Each year fire takes the lives of more than 12,500 persons.

The fire and safety engineering technician is responsible for trying to prevent these losses by eliminating hazards. A reduction in losses can be accomplished only if the technician has complete knowledge of the problems and methods of accident prevention and fire safety.

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This two-year Associate in Applied Science Degree Program provides a basic background in fire protection, safety, and related subjects. Specific skills are developed in many phases of the occupation. Students are trained to determine fire and safety hazards and to analyze methods of eliminating hazards. Eighty individuals have been awarded the Associate in Applied Science degree in Fire and Safety Engineering Technology.

(2) HOSPITALITY EDUCATION PROGRAM (Degree Programs)

The two-year curriculum program in Hotel-Motel and Restaurant Management leading to an Associate in Applied Science degree is offered at two institutions. This curriculum is designed to offer training in the administrative functions of motels, hotels, and food service operations. (See Hospitality Education (Continuing Education page 53.))

(3) POLICE SCIENCE

A public service, two-year Associate in Applied Science Degree Program in Police Science was offered for



the first time in North Carolina during the 1967-68 academic year. This program is designed to provide occupational training for the individual who has a definite interest in and adaptability to a law enforcement career.

There is an increasing demand for properly trained law enforcement officers in industry and in municipal, county, State and federal agencies; and there is every reason to believe that the highly trained law enforcement officer will find challenging opportunities in public and private law enforcement services.

2. TRANSFER AND GENERAL PROGRAMS

In college transfer programs, there are two major classifications—the liberal arts and the more specialized pre-professional programs. Each of these programs includes a core of general education courses which are broad in scope. The general education courses were developed within guidelines established by the Curriculum Committee of the Community College Advisory Council, and the articulation guidelines were developed by the Joint Committee on College Transfer Students. Within this framework, all students in transfer programs are required to take a minimum of at least one year of English, one year of social science, one year of humanities, one year of mathematics, one year of a laboratory science in the biological or physical sciences, and two years of physical education. In a two-year program requiring 96 quarter hours of credit, the student takes 51 quarter hours of general education. The broad exposure to the liberal arts provides: (1) a common core of experience for all transfer students; (2) some insight into the basic areas of knowledge; and (3) a frame of reference from which the student may make an intelligent decision regarding his professional goals.

a. Liberal Arts Program

This program is designed for the student who intends to transfer to a senior college of arts and sciences for his baccalaureate degree. The curriculum includes all of the courses provided by the local community college within the general education requirements. In addition, the student may select other courses that will provide greater depth of

concentration in a specific area of the arts and sciences. Most institutions also require a foreign language for liberal arts majors. Successful completion of the program leads to an Associate in Arts degree.

b. Pre-Professional Programs

Community colleges also offer specific pre-professional programs. Students enrolled in these programs are also expected to take the general education core of liberal arts courses suggested within the guidelines of the the Community College Advisory Council. Beyond this core, students take fewer courses in the liberal arts than the liberal arts major. Their additional courses will, to a large extent, be in the pre-professional courses related to specialized educational goals. Students who complete satisfactorily a pre-professional program receive either an Associate in Arts degree or an Associate in Science degree.

Ordinarily, the community colleges offer pre-professional programs in most of the following areas:

Agriculture	Medicine
Art	Music
Business Administration	Pharmacy
Dentistry	Science
Engineering	Social Work
Forestry	Teaching (Elementary)
Law	Teaching (Secondary)
Mathematics	Veterinary Medicine

See table on page 45 for college transfer offerings.

c. Associate in Science Degree Program

This program is designed for students who intend to transfer to a senior college or university for their baccalaureate degrees. The curriculum includes the core of general education courses; however, fewer courses in the social sciences and humanities are required than in the liberal arts program. Beyond the general education core, the program includes two years of mathematics and two years of laboratory sciences, according to the student's needs. Several of the community colleges offer pre-professional science programs which culminate in the Associate in Science degree.

COLLEGE TRANSFER PROGRAMS, 1971-72

PRE-PROFESSIONAL

COMMUNITY COLLEGES	LIBERAL ARTS																PRE-PROFESSIONAL															
	Agriculture	Art	Architecture	Business Administration	Business Education	Dentistry	Drama	Engineering	Forestry	General	Journalism	Law	Mathematics	Medicine	Ministry	Music	Nursing	Optometry	Pharmacy	Physical Therapy	Public Administration	Psychology	Science	Social Work	Teaching Elementary	Teaching Secondary	Textile Chemistry	Textile Technology	Veterinary Medicine			
Caldwell*	X			X	X			X	X	X	X	X		X					X†		X		X		X	X						
Central Piedmont				X	X	X		X	X		X	X		X											X	X						
Coastal Carolina*	X			X	X					X		X											X		X	X						
College of the Albemarle	X	X	X	X	X	X	X	X	X			X	X										X		X	X						
Davidson County	X		X	X				X		X	X		X	X									X		X	X						
Gaston	X	X	X	X		X		X	X		X	X	X	X	X	X			X				X		X	X						
Isothermal	X		X	X			X	X				X	X	X	X	X									X	X						
Lenoir County	X		X	X	X	X		X	X	X		X	X	X	X	X		X	X	X			X		X	X						
Rockingham	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X		X	X						
Sandhills	X		X	X	X	X	X	X	X		X	X	X	X	X	X			X				X		X	X						
Southeastern	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X		X		X	X						
Surry	X		X	X			X						X	X	X	X									X	X						
Wayne	X		X	X	X		X	X	X	X		X	X	X									X		X	X						
Western Piedmont	X	X		X	X			X	X	X		X	X	X									X		X	X						
Wilkes	X		X	X	X	X	X	X					X	X	X	X	X						X		X	X						

*College transfer programs were initially offered in the fall quarter of the 1970-71 academic year.

†Central Piedmont C.C. offers only the freshman year of the pharmacology program.



d. General Education Programs

General education programs are designed for the student who is basically interested in a general education, or who is not yet ready to choose a more specific program. These programs provide for a basic exposure to the liberal studies (general education) and enable the student to tailor the program beyond that point to personal interests rather than specific technical or professional requirements. It is also beneficial to those students who wish to improve or expand their knowledge of our culture in its many facets.

Community colleges and technical institutes may provide for general education opportunities through the following offerings:

- A cluster of general education courses from one or more of the following disciplinary areas: English and literature, fine arts and philosophy, social studies, or science and mathematics.
- Thirty to forty-five quarter hours of general education and interest type courses, culminating in a certificate in

general education. This program includes courses from two or more of the disciplinary areas listed above.

- Ninety-six quarter hours of general education and interest type courses, culminating in an Associate Degree in General Education. The curriculum for this program includes courses from each of the disciplinary areas listed above.

Nineteen technical institutes and two community colleges are offering a program in general education with a college transfer option. Seventeen technical institutes are offering a general education program by contracting with a senior college or university for instructional services. The instructional courses offered under contract are transferable to a senior college or university and usually consist of one to two years of general education.

See page 48 for General Education Contracted Programs, 1971-72.

e. Expansion of Programs

Seven community colleges offered college transfer programs for the first time in September, 1966. A total of 1,292 students enrolled in the college transfer programs offered by the new community colleges. The community colleges enrolling college transfer students for the first time were Davidson County Community College, Isothermal Community College, Lenoir Community College, Rockingham Community College, Surry Community College, Western Piedmont Community College, and Wilkes Community College. Prior to the fall of 1966, five community colleges had offered college transfer programs. Those enrolling college transfer students before 1966 were Central Piedmont Community College, College of the Albemarle, Gaston College, Sandhills Community College, and Southeastern Community College. A total of 6,642 college transfer students were enrolled in the twelve community colleges in 1966-1967.

In 1967-68, all of the twelve community colleges were offering both the freshman and sophomore years of the college transfer programs with a total of 9,015 students enrolled. In 1968-69, the number of community colleges was increased to thirteen with the addition of Wayne Commu-

ity College and the total enrollment was 12,243. In 1969-70 student enrollment increased to 14,889 in these thirteen institutions.

In the fall of 1970 the number of community colleges increase to fifteen with the addition of Caldwell Community College and Technical Institute and Coastal Carolina Community College. Total college transfer student enrollment for 1970-71 was 17,371.

GENERAL EDUCATION CONTRACTED PROGRAMS

Fall Quarter 1971-72

Institutions

Anson Technical Institute
 Beaufort County Technical
 Institute
 Bladen Technical Institute
 Carteret Technical Institute
 Central Carolina Technical
 Institute
 Craven Technical Institute
 Guilford Technical Institute
 Halifax County Technical
 Institute
 James Sprunt Institute
 Johnston Technical Institute
 Martin Technical Institute
 McDowell Technical Institute
 Nash Technical Institute
 Randolph Technical Institute
 Richmond Technical Institute
 Sampson Technical Institute
 Tri-County Technical Institute

Colleges and Universities

Pembroke State University
 East Carolina University
 U. N. C. at Wilmington
 East Carolina University
 Campbell College
 East Carolina University
 U. N. C. at Greensboro
 East Carolina University
 U. N. C. at Wilmington
 Campbell College
 East Carolina University
 Appalachian State University
 N. C. Wesleyan College
 U. N. C. at Greensboro
 Pembroke State University
 Campbell College
 Western Carolina University

3. DEVELOPMENTAL PROGRAMS

Developmental Programs in the Community College System consist of specialized non-credit courses for students requiring additional skills in order to perform at the desired curriculum level—college transfer, technical, or vocational. Individuals who desire to enter specific curriculum programs and who have deficiencies in the prerequisites or

low entrance test results are guided into a program of study designed to increase their proficiency. This program includes courses in English grammar and composition, communication skills, mathematics, physical sciences, and social sciences to upgrade the students' skills and abilities in order to enter specific curriculum programs.

The developmental programs have been designed to:

- Help realize the open door admissions policy.
- Prepare students who have aptitude, but who lack basic skills for success in their chosen programs.
- Give students who need it an opportunity to make a realistic self-evaluation.
- Offer an expanded program appropriate to the needs and abilities of every student who is admitted.
- Raise the educational level of culturally deprived students.

The Developmental Programs are offered in the institutions by the use of varied instructional methods and program techniques. These programs are offered by classroom experiences as well as the use of the Learning Resource Centers. These laboratories offer programmed instruction which presents the material to be learned in small sequential steps which move gradually from the basic and easily learned knowledge to the more difficult. Using programmed materials, the students can progress at their own rate according to their interests and abilities.

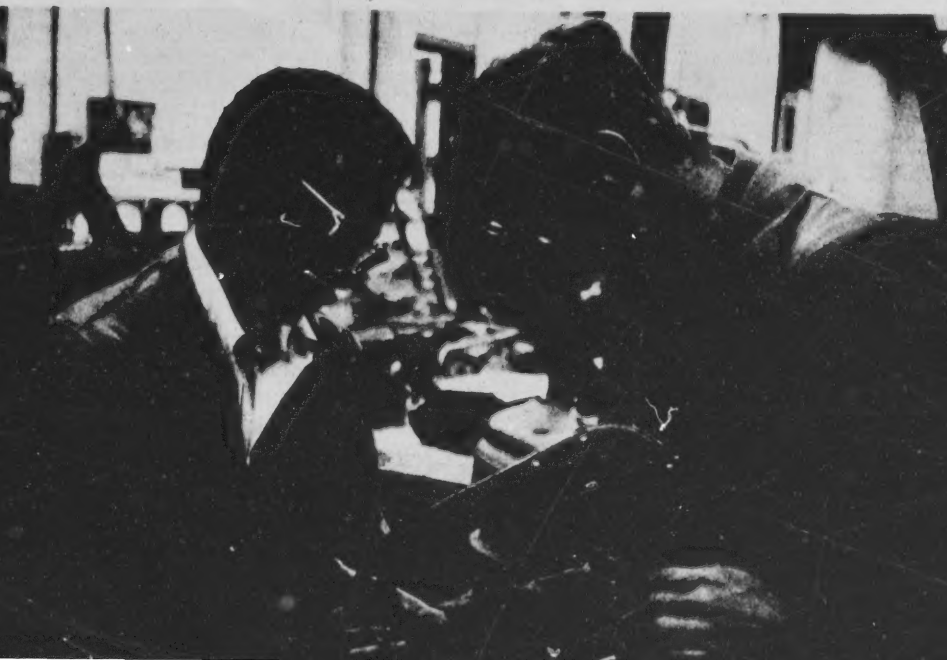
In some developmental programs, students are placed in pre-technical or pre-vocational curriculums in order to obtain the desired skills and understandings necessary for entry into regular curriculum programs. This approach combines academic courses and laboratory-shop instruction to provide students with integrated theory-procedure and practical applicatory understanding of the subject matter.

Pilot or experimental programs utilizing new innovative teaching methods and techniques, as well as multi-entry and exit programs, are being implemented to assist the students in obtaining their educational objectives.

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B. CONTINUING EDUCATION

1. APPRENTICE EDUCATION

The apprentice programs generally range from three to five years in length. These are cooperative programs—the trainee works on-the-job full time under the direction of the employer. The related instruction which is a minimum of 144 clock hours of class work per year is conducted by a local institution of the Community College System. Both phases of the training are conducted in conjunction with the State Department of Labor with the use of selected advisory committees of interested persons for each local program. There are more than 80 suggested curricula for five major divisions of apprenticeship trades. The related instruction has been divided into building trades, metal and plastics manufacturing, graphic arts, electrical occupations, service trades, and public utilities. Some of the individual programs are cooks, bakers, meat cutters, business mechanics, bookbinders, sheet metal and structural steel workers, and plumbers and pipefitters. Trainees may enroll in evening extension programs, or they may attend regular day trade classes or the learning laboratory when classes or programs are available.



2. INDUSTRIAL SERVICES

The program administered by the Industrial Services Division trains new or prospective employees to function in the direct production jobs created by the State's new and expanding industries. The training conducted under this program is not of a general nature; it is highly directed towards equipping the individuals with the specific skills and knowledge required by a clearly defined job in a particular company. However, while each separate program is extremely specific, the approach to training is flexible enough to accommodate all types and degrees of industrial jobs. One job may require only a six-hours training cycle, another may require a six-months cycle; each is equally adaptable to this training system.

One of the most consequential features of the new and expanding industry program is its innate ability to open the doors of industry to the entire educational services of a community college or technical institute. Job training for new employees should be only the introductory phase of a continuing and mutually beneficial association between an institution and its resources and an industry and its employees.

3. SPECIALTY PROGRAMS

Specialty educational programs were organized into a special group in October, 1965. The areas include law enforcement training, forensic science education, supervisory development training, fisheries occupations training, hospitality education, fire service training, ambulance training, electric linesmen safety training for REA and municipalities, and telephone safety training. Objectives of these programs are to develop skills, abilities, understandings, attitudes, and working habits, as well as to impart knowledge needed by individuals who desire additional training in their specialized field. Curricula are developed primarily to aid people already in a specialty field in order that they may become more proficient through training to receive advancement in positions.

a. Ambulance Attendant Training

The passage of G.S. 130-230 through 235 in 1967 provided for the supervision and licensing of ambulance services throughout the State. This law named the State

Board of Health as the supervising agency. The State Board of Health in turn delegated a portion of the training of ambulance attendants to the Department of Community Colleges. After delegation of this responsibility, specific rules and regulations giving the qualifications of students and instructional personnel were established through co-operative agreement of both agencies.

Since the inception of this program in September, 1966, the Department of Community Colleges has received help and guidance from members of the Advisory Committee, the State Board of Health, institutional representatives, and numerous individuals in the medical field.

b. Electric Linemen Safety Training

This program was started in 1962 by the Rural Electric Administration for REA, private utilities, and municipally owned power companies. It has steadily increased as the number of coops and municipalities have requested this training.

The educational objectives of the program are: (1) to emphasize safety on every phase of the electric line trade, from right-of-way workers to engineers and managers; and (2) to bring students up-to-date on any changes that have taken place.

There are 23 rural electric membership corporations in North Carolina which for several years have taken advantage of this program. There are 72 municipalities now receiving this training.

c. Fire Service Training

(1) IN-SERVICE EDUCATION

In 1971 all 56 institutions in the Community College System offered opportunities to fire fighters to improve their skills by providing an in-service training program for paid, part-paid, and volunteer firemen throughout the State.

The student headcount amounts to 28,482 firefighters who participated in the in-service education program during the year of 1971-72. Since the beginning of the Industrial Education Center Program in 1958,

area fire schools and workshops have been conducted in many areas of the State, with emphasis placed on practical application. Here the fireman is provided with materials and equipment to practice what he has learned in his own department by actually fighting and extinguishing fires.

(2) TEACHER TRAINING

More than 275 part-time instructors teach in the Fire Service Training Program. Special courses are arranged to bring instructors up-to-date on the changes in fire fighting methods and new materials that constitute fire hazards. These sessions are conducted by specialists in the individual fields.

d. Fishery Occupations Training

The taking of seafood is seasonal and the training has varied from year to year. The people of North Carolina are aware of the needs of the seafood industry and through education are helping to give new life to the industry.

This program was started in 1963. Currently, in institutions along the coast, courses are offered in marine engines; marine welding; marine records; navigation; net making and mending; crab picking; outboard and small engine repair; sanitation; marine communications; crab pot making; fish filleting; and oyster, clam, and scallop shucking.

The institutions offering this training are Cape Fear Technical Institute, Pamlico Technical Institute, Beaufort County Technical Institute, Craven County Technical Institute, Carteret Technical Institute, Onslow Technical Institute, and College of The Albemarle.

A fisheries mobile training unit has been purchased for the purpose of carrying this type of training to the remote areas of the coast. It is anticipated that eventually this equipped mobile unit will work the entire coast of North Carolina.

e. Hospitality Education Program

Since its beginning in 1965, the Hospitality Education Program has made a significant impact on those businesses

that serve the public in food service, lodging, recreation, and travel information. Training has been made available to housekeepers, waiters and waitresses, hotel and motel employees, food service workers, and service station attendants. In addition to those employed in the hospitality industry, hospital employees, school food service personnel, and even prisoners in the correctional system have benefited from this training. The upgrading of an individual's job skill and proficiency is as important as learning a new skill. The three major objectives of Hospitality Education are: (1) to develop skills in individuals, thus providing them better job opportunities in the hospitality field; (2) to provide employers with better trained personnel; and (3) to provide better hospitality services within the State to its citizens and to its visitors.

It was apparent from the outset that there would have to be close cooperation between officials of the Department of Community Colleges and many other State and private agencies. The North Carolina Travel Council, the North Carolina Restaurant Association, the North Carolina Motel Association, the North Carolina Innkeepers Association, the Office of School Food Service, the State Board of Health, county health departments, the American Hotel and Motel Association, and the National Executive Housekeepers Association are a few of the agencies with which the Department has worked.

The community colleges and technical institutes have worked very closely with the Educational Institute of the American Hotel and Motel Association, Kellogg Center in East Lansing, Michigan. Materials for various courses are purchased from the Institute by the students who desire to become professionally qualified in his field. Continuing education programs offer a series of individual courses which is classified as in-service training or continuing education for those already employed, or for those who wish to train for another less technical skill. Travel and Tourism has been added to the Hospitality Education Program and is being planned for implementation at the present time.

f. Telephone Safety Training

This program, initiated in 1966, has steadily increased

with the independent and cooperative telephone companies in the State. The educational objective of this training is to enlist and maintain the combined effort of the entire personnel of the organization in the procedures and precautions relating to job performance.

Basic elements necessary to achieve such procedures include management leadership, assignment of responsibility to staff personnel, maintenance of safe working conditions, establishment of safety training, accident record systems, medical and first aid systems, and acceptance of personal responsibility by employees.

g. Law Enforcement Training

The goal of the Law Enforcement Training Program is to provide an adequate well-rounded program in police subjects, with emphasis on practical application. This training affords the law enforcement officer the necessary job knowledge and skills to carry out his task of protecting lives and property, and maintaining peace and tranquility. Courses are 160 hours in length and include Criminal Investigation and Supervision for Law Enforcement. Many schools shorter in length are specialized and include such courses as Firearms, Defensive Tactics, Laws of Arrests, Search, Seizure and Evidence, Fingerprinting and Photography. Law Enforcement Training was one of the first Specialty Educational Programs offered in the Community College System. Law Enforcement Programs had an enrollment in 1971-72 of 12,095.

(1) COMPUTERIZED SPEED DETECTION

This course is designed to teach the student the necessary knowledge and skills required to be proficient in the operation of VASCAR, Timed Distance Speed Computer or Radar, and prepares him to relate this knowledge in court. The training consists of five hours of classroom instruction, 40 hours of field instruction, 30 days of field practice, and a certification test consisting of 25 speed clocks wherein no error greater than two miles per hour is acceptable. Certificates of competency are issued upon successful completion of this course. The Radar course consists of five hours of classroom instruction and three hours of field instruction.

(2) FORENSIC SCIENCE EDUCATION

The Chemical Tests for Alcohol Training Program is controlled by North Carolina General Statute 20-139.9. The Chemical Tests for Alcohol Law, which was passed by the 1963 North Carolina Legislature, designated the North Carolina State Board of Health as the State agency which governs the Chemical Tests for Alcohol Program within the State. This law became effective January 1, 1964. The State Board of Health has designated the Department of Community Colleges as the training agency to do all of the training in the Chemical Tests for Alcohol Program. Therefore, State Board of Health approval is required for all curriculums used in the training programs, the length of the courses offered, and the students who may enroll. The State Board of Health has adopted rules and regulations which govern the administering of breath and blood alcohol tests, the equipment used in administering these tests, the issuance of permits, including their duration, the character and competency of breath-test operators and blood analysts.

It will be noted that the State Board of Health and the Department of Community Colleges have an advisory body to recommend policies and procedures to be carried out within the State in the Chemical Tests for Alcohol Program. This advisory body, the North Carolina Committee on Chemical Tests for Alcohol, meets when the need arises for suggested changes in the training program, policies or procedures.

The Department of Community Colleges began the Chemical Tests for Alcohol Training Program in 1964 and offers the following courses:

(a) *Chemical Tests for Alcohol Operators School*

This course is ten days in length for a total of 70 hours. The curriculum taught includes Alcohol and Traffic Safety Problems, Review of Basic Mathematics, the Metric System, Pharmacology of Alcohol, Theory of the Breathalyzer, North Carolina Statutory Law Pertaining to Driving under the Influence of Alcohol and the Chemical Tests for Alcohol Program, State Board of Health Rules and

Regulations Pertaining to Chemical Tests for the Breath to Determine the Alcohol Content of the Blood, Supervision of a Chemical Tests Program within a Law Enforcement Agency, Simulated Court, and Laboratory Practice with examinations. Through June 1972, there have been 1,703 breath test operators trained since the beginning of this program.

(b) *Chemical Tests for Alcohol Operators Retraining School*

This course is three and a half days in length for a total of 28 hours. The curriculum taught includes general review of all subjects taught in the Chemical Tests for Alcohol Operator's School, laboratory practice, and examinations. If a student passes all phases of this course, he is recommended to the State Board of Health for recertification to administer breath-alcohol tests. The State Board of Health renews the student's permit which is effective up to 19 months, at the end of which time he must undergo retraining again. A breathalyzer operator must successfully complete two of these retraining schools upon expiration of his permit at 13 and 19 month intervals, after which he shall only attend a one-day evaluation course for renewal of his permit. Through June 1972, there have been 1,575 breath-test operators retrained since the beginning of this program.

(c) *Chemical Tests for Alcohol Recertification Course*

This course is one day in length for a total of eight hours. Students are to study and review prior to attending this course, as it is only an evaluation course to ascertain if these students are still competent in the administration of breath-alcohol tests. Through June 1972, there have been 490 breath-test operators recertified since the beginning of this program.

(d) *Chemical Tests for Alcohol Technical Supervisors School*

This course is eleven days in length for a total of 88 hours. To be eligible to attend this course, a student must have satisfactorily completed a Chemical Test for Alcohol Operators School. The curriculum taught includes scientific concepts of breath-alcohol analyses, fundamentals of chemistry, history of chemical tests for alcohol, current literature on toxicology and pharmacology for alcohol, current research on chemical tests for alcohol, North Carolina statutory law and constitutional issues, advanced theory of the breathalyzer maintenance and repair, theory of the breath-alcohol simulator, mixing breath-alcohol simulator solutions, Chemical Tests for Alcohol Program supervision and research projects. Through June 1972, there have been 138 technical supervisors trained in this course since the beginning of this program.

(e) *Coping with the Drinking Driver*

This course is one day in length for a total of eight hours and is designed for the arresting officer in the field. The curriculum taught includes alcohol involvement in traffic accidents, legal aspects, detection of drivers who are under the influence of alcohol, scientific aids available after the arrest, and presentation in court.

4. GENERAL ADULT EDUCATION PROGRAMS

a. General Adult Education

Adult education serves the aspirations of the more mature student for learning new and more remunerative skills; for higher degree of culture; for understanding the social, physical and economic environment; for fulfilling the role of responsible citizenship in a nation and world having complex problems; and for enriching the leisure time which is steadily increasing as a result of automation, shortened work weeks, and earlier retirement. These programs also provide opportunities for the participants to learn to relate to others in a learning environment.



b. Adult Basic Education

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Adult Basic Education is a program primarily sponsored by the Federal Government, administered under the Adult Education Act of 1970, (P. L. 91-230). This program provides educational opportunities to adults 16 years of age or older who have less than eight years of schooling. A major change in the program occurred in the passage of the ESEA Title III Amendments of 1969. These amendments redefined ABE from grades 1-8 to include high school programs, grades 9-12. In North Carolina, however, funds have not yet been appropriated to support the high school program.

The curriculum includes programs in reading, elementary arithmetic, consumer education, health, human relations, home and family living, and some social studies such as history and government.

Since the inception of the ABE program in 1964, more than 200,000 disadvantaged adults have been enrolled for

an average of about 25,000 per year. The program has demonstrated its worth and effectiveness in many ways over this period.

The most significant changes over the past few years include a definite shift from traditional classroom instruction to individualized programmed instruction and a greater connection of the ABE program with other federally funded programs designed to alleviate illiteracy and improve the economic condition of many of our citizens. Such programs include MDTA, the Manpower Development Corporation program, Model Cities, WIN (Work Incentive Program), N.Y.C. (Neighborhood Youth Corps), the Southern Regional Education Board, and the State Manpower Council.

There has been an increase in professional training for ABE directors and teachers in workshops and seminars through North Carolina State University, Elizabeth City State University, Appalachian State University, Morehead State University in Kentucky, Bridgeport University in Connecticut, the University of Missouri, Florida State University, and others.

For the future, it is accepted that the community colleges and technical institutes must succeed in the ABE effort; it is the most pressing need which challenges these institutions as borne out by a four volume study completed in 1970 by the Research Triangle Institute. The program must continue to be innovative and flexible in order to find the most successful way of eliminating the blight of illiteracy within the State.

c. Education and Training in Correctional Institutions

Since the fall of 1965, institutions in the Community College System have been sponsoring adult education and training programs for inmates in correctional units. Thousands of inmates have been taught to read, write, and compute on a higher academic level in Adult Basic Education classes. Furthermore, thousands of inmates have been taught a trade, skill, or line of work in occupational classes. Attendance in these programs, for the most part, has been on a voluntary basis. Inmates reading on less

than a fourth-grade level are required to attend Adult Basic Education classes.

The North Carolina Bar Association, at the request of Governor Robert W. Scott, is now studying penal problems and conditions. One of its main tasks is to recommend a State-wide policy on inmate rehabilitation programs. Educational and training programs are one important aspect of the study. When the North Carolina Bar Association study report is completed, it is anticipated that there will be a consistent policy regarding the educational levels and training skills required of inmates.

Institutions in the Community College System are also cooperating with the juvenile correction schools in North Carolina. Several hundred juveniles are instructed in various occupational trade and academic education programs and courses each year. While each of the State's seven juvenile schools has its own teachers and instructors, institutions in the Community College System are requested to sponsor courses and programs on many occasions.

d. The Adult High School Diploma Program

Many adults prefer the traditional classroom atmosphere to complete their high school requirements. For these adults, such a learning environment and opportunity are provided through the Adult High School Diploma Program.

This program is offered under an Agreement of Affiliation between the local board of education and an institution in the Community College System.

The program of instruction is at the secondary school level, grades 9-12. A minimum of 12 students is required to start a class which shall meet at least four hours per week, with a minimum of 75 percent attendance per student at all class meetings. Should average student attendance fall below six, the class is discontinued. Adult oriented, each program of instruction must be sufficient in duration and intensity, within a scheduled unit of time, to enable the adult to develop the competencies necessary to complete the class or program. Prescribed courses may be

offered in either regular classroom work or supervised individual programmed learning.

When the entire program is completed, a person is required to take a standardized test and score at the twelfth grade completion level (12.9) to qualify for the adult high school diploma.

To be eligible for the program, a person must be 18 years of age. However, when a local school superintendent makes written recommendations, persons 16 years of age who have dropped out of public school may be admitted as students with special needs.

e. Driver Education

This is a program for adults who want to learn to drive under a planned program which offers behind-the-wheel observation and experience as well as classroom training. The demand is heavy for the course, and over 30 institutions offered the training by 1972 with an enrollment of approximately 10,000. Institutions initiating this program must do so after determining that no commercial driving school exists within a 25-mile radius of the institution.

f. General Educational Development Program

The High School Equivalency Program provides an opportunity, largely through learning laboratories, for adults who did not complete their high school education to prepare for the General Educational Development test (GED). This test enables the adult to demonstrate his general education competence and be awarded a certificate recognized and generally accepted as equivalent to a high school diploma.

The most significant change in this program occurred in July of 1969, when all schools within the Community College System were given an opportunity to apply to become test centers for the GED. Since that time, the number of test centers in the State has increased from 17 to 59. The importance of this increase is in the immediate availability of this program to the many people who heretofore could not get to one of the distant centers. Further, it put the program into the schools which were doing the preparatory work.

With the recognition that the Community College System was providing the near total preparatory work for the GED, the administrative office for the program at the State level was moved from the Department of Public Instruction to the Department of Community Colleges.

A total standard score of 225 is the minimum requirement, with no single test result below a standard score of 35 for awarding the certificate. The cost for taking the battery of five tests varies among the test centers from \$3.00 to \$10.00; however, the fee is only \$3.00 within the Community College System. One full day is required to complete the entire battery of tests.

A total of 14,125 adults took the GED tests during the biennium 1970-72. This is an increase of 7,150, or more than 200 percent increase, over the number of people participating in this program during the preceding biennium, and represents the largest increase in any two-year period since the beginning of the GED program. Another notable increase was that 11,511 certificates of high school equivalency were issued to qualified applicants during the period of this report. This certificate certifies that the adult has completed the equivalent of four years of standard high school work and is, therefore, awarded a certificate of high school equivalency, which is the legal equivalent of a North Carolina high school diploma.

EXTENT AND RESULTS OF TESTING

Years	Number Civilians Tested	Certificates issued		
		Armed Forces Personnel	Civilian	Total
1962-64	2,792	1,932	1,627	3,559
1964-66	5,305	2,296	3,454	5,750
1966-68	6,900	2,818	4,901	7,719
1968-70	6,975	2,998	6,242	9,240
1970-72	14,125	3,142	8,369	11,511

g. Occupational Extension

Courses offered in the scope of Occupational Extension are, in many instances, already identified in the Specialty Education and Occupational Program areas. The primary differences among these areas, and which characterize Oc-

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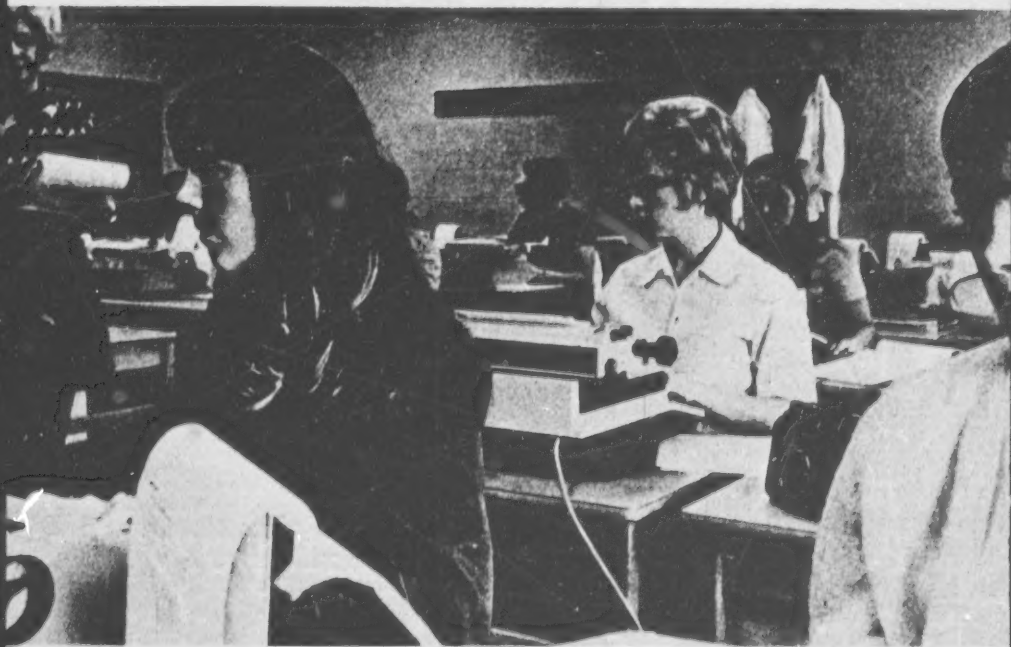
Occupational Extension, are seen in the structure of the courses and in the credential awarded upon completion: the Occupational Extension courses are less structured, or part time in nature, and are recognized through certificate award rather than diploma earned upon completion.

Qualitatively, there is minimal difference; standards and criteria for the development and presentation of Occupational Extension courses are given careful attention.

The scope of these courses is too broad to itemize. However, examples of those courses with highest frequency of demand are agricultural related, distribution and marketing, health, home economics, office procedures; technical drafting, electronics, instrumentation; trades and industry, air conditioning, blueprint reading, metal working, woodworking.

h. Total Programs

By unduplicated headcount, there were 295,038 people involved in adult basic education, general adult education



and occupational extension programs during fiscal year 1970-71. These programs include courses such as adult high school, business education (personal), citizenship, consumer education, discussion groups, foreign language, creative arts, health and safety (driver education), family living, homemaking, industrial arts, language arts, learning laboratories, occupational education, and self-supporting classes.

5. MANPOWER DEVELOPMENT TRAINING

Traditionally, vocational education in the public schools has been concerned with programs for a specific purpose and for a specific service. The Manpower Development and Training Act recognizes the need for training and retraining of a special group of individuals-workers who have lost their jobs due to automation, technical changes, or related causes and who now must face a new career in an occupation perhaps entirely different from the one in which they had spent many years of their lives. The MDTA program expands and broadens the training programs available for unemployed and underemployed workers in all recognized occupations.

The program recognizes the national importance of manpower problems and the need for the State Employment Security Commission and the State Board of Education to cooperate fully in the identification of the occupational needs and the training or retraining required to prepare individual workers for entrance into the identified occupation. Through this cooperative effort, the Act's primary purpose is to help alleviate, through training, the unemployment problems which have plagued the nation in recent years. Training is the catalyst through which untrained workers may be matched with unfilled jobs.

Activities under the Manpower Development and Training Act have constantly increased since fiscal year 1963. Action by the Congress, which appropriated a large sum for manpower training, plus increased interest in the State have accounted for this growth.

IV. Financial and Enrollment Data

A. FINANCIAL DATA

Financial support for institutions in the Community College System is provided as follows:

STATE—Funds for equipment and library books are provided by the State. Matching funds up to \$500,000 for capital or permanent improvements may be provided by the State to community colleges and technical institutes. Additional capital funds may also be provided to qualifying institutions through several federal acts. Salaries and travel of administrative and instructional personnel and the cost of supplies and materials are paid by the State. The average annual instructional unit salary paid in 1971-72 was \$11,693. State and federal expense per full-time equivalent was \$878.

LOCAL—Beyond any assistance which may be provided by the State and federal governments, acquisition of land and erection of buildings is a local responsibility. Current expense involved in the operation and maintenance of the plant is also a local responsibility. Local funds may also be used to supplement any State budget item. Local expense per full-time equivalent student for 1971-72 was \$100.

STUDENTS—Curriculum students (including curriculum and extension) bear about nine percent of the cost of operation. For students (in-state) in full-time programs, this amounts to \$32 per quarter for tuition charges for vocational and technical programs and \$42 for college transfer programs. Extension students may be charged instructional supply fees, depending on the type of class taught. Tuition is higher for out-of-State students. The distribution of operating costs is shared approximately as follows: State and federal 80%, local 11%, and student 9%. Institutional student receipts per FTE for 1971-72 was \$74.75.

There are a number of student financial aid programs available at the community colleges and technical institutions. These programs have enabled many students to meet their educational expenses. Individual programs available are as follows:

1. The Work-Study Program under the Vocational Education Act of 1963, as amended in 1968, was the first financial aid program inaugurated. Federal funds in the amount of \$137,-

000 will be allocated to the 56 institutions in the Community College System for the academic year 1972-73. The local institutions will be required to furnish an additional \$34,250 as their 20% matching since this program is awarded on an 80% federal 20% local formula.

2. The College Work-Study Program is offered in 50 institutions. The Federal Government has allocated \$1,171,140 for this program. These funds, matched on an 80-20% federal-local basis, provided jobs for 2,564 students during the year 1971-72.
3. The National Defense Student Loan Program is available at some institutions. Funds in the amount of \$209,859 were appropriated for this program for 1971-72.
4. The Educational Opportunity Grants Program provides students from low income families with grants up to \$1,000 to meet their educational expenses. These grants must be matched by other forms of financial aid and cannot amount to more than 50% of the cost of attending the institution. For the academic year 1971-72 the institutions were allocated \$91,587 to meet the needs of their students under this program.
5. The College Foundation, Inc., a private, nonprofit corporation, administers two student loan programs which are available to students attending community colleges and technical institutes; the North Carolina Insured Student Loan Program and the James E. and Mary Z. Bryan Foundation Student Loan Plan. The Foundation has been making low-interest, long-term loans to students since 1963. Loans in the amount of \$267,026 were made to 470 students in 1971-72.
6. The Vocational-Technical Student Loan Program is provided by the Department of Community Colleges. Small loans up to \$300 are made to students who are enrolled in vocational and technical programs. At the present time, there are 266 loans outstanding in this program and 40 loans were processed in 1971-72.
7. The Department of Veteran's Affairs will provide financial assistance to students enrolled in community colleges, but not in technical institutes who are children of disabled or

deceased veterans. These scholarships vary from tuition only to tuition and an allowance for room, board, and activity fees.

8. Local funds for part-time employment have been budgeted for students in some institutions, and well over 300 students have obtained jobs under this program. The total amount of money expended under the program is not large, less than \$30,000. However, this part-time employment has made it possible for many students to obtain an education.
9. Local scholarships were awarded to over 250 students during the academic year 1971-72.
10. Various veteran's programs provide educational benefits to eligible veterans. In 1971-72, there were over 8,500 veterans enrolled in community colleges and technical institutes.

One of the major problems facing students during the ensuing years will be the increasing cost of obtaining an education. It is hoped, with the liberalization of the requirements for applying for aid under the various governmental programs, that more money will be available to the local institutions for student loans and for providing part-time student employment opportunities.



1. CURRENT EXPENSE BY INSTITUTION, 1965-66 THROUGH 1971-72

The following table shows by institution the current expense funds provided from 1965-66 through 1971-72. Current expense funds are derived from State and federal appropriations and from student tuition fees. The table shows over \$53,000,000 in current expenditures for the 56 institutions in operation in 1971-72.*

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Anson T. I.	\$ 80,661.81	\$ 69,560.75	\$ 114,620.21	\$ 140,148.12	\$ 197,315.51	\$ 214,864.00	\$ 235,432.50
Asheville-Buncombe T. I.	571,431.81	619,225.82	710,792.34	822,545.27	1,033,198.82	1,181,235.00	1,392,848.00
Beaufort County T. I.	47,669.56	69,553.40	154,802.43	326,129.26	564,030.36	625,256.00	989,191.00
Bladen T. I.			63,243.86	142,549.73	305,659.27	327,544.00	375,397.50
Blue Ridge T. I.					28,173.94	231,218.00	423,550.00
Caldwell C. C. and T. I.	84,463.58	203,276.40	305,831.78	416,263.08	617,228.98	885,535.00	1,077,528.50
Cape Fear T. I.	321,828.69	407,824.10	596,205.74	749,356.25	1,024,805.31	1,341,797.00	1,630,216.50
Carteret T. I.	136,671.17	175,618.99	223,032.24	269,364.18	356,901.94	389,725.00	556,566.50
Catawba Valley T. I.	345,694.22	403,196.52	514,713.27	704,189.22	986,816.16	1,239,016.00	1,408,632.00
Central Carolina T. I.	220,256.15	243,714.58	320,880.96	427,158.36	566,899.83	620,851.00	866,918.00
Central Piedmont C. C.	885,971.76	1,061,068.94	1,527,477.67	2,166,788.46	3,609,740.78	4,242,512.00	5,563,505.00
Cleveland County T. I.	42,545.28	108,735.63	192,478.77	255,694.00	349,892.86	398,888.00	511,573.50
Coastal Carolina C. C.	76,772.13	144,100.68	231,810.94	381,288.40	607,449.38	609,763.00	1,232,777.50
College of the Albemarle	303,600.41	373,659.24	498,877.20	566,156.29	776,914.80	914,785.00	1,002,048.50
Craven T. I.	67,632.10	116,251.95	203,169.17	286,549.00	361,368.03	550,941.00	701,300.50
Davidson County C. C.	199,650.69	369,604.26	499,546.14	641,179.10	933,188.07	1,064,543.00	1,278,213.00
Durham T. I.	330,206.55	414,262.81	496,904.78	648,220.55	802,447.07	876,411.00	1,063,579.50
Edgecombe T. I.			21,166.17	192,511.39	280,078.63	358,544.00	397,762.00
Fayetteville T. I.	470,769.68	607,948.78	802,292.94	884,107.44	1,280,041.12	1,340,817.00	1,487,601.00
Forsyth T. I.	501,036.35	565,562.48	713,409.93	836,992.63	994,073.82	1,287,637.00	1,366,537.50
Gaston College	789,601.75	936,306.78	953,203.64	1,071,712.76	1,356,254.70	1,545,419.00	1,852,035.00
Guilford T. I.	297,428.21	389,205.76	541,644.08	657,280.27	940,801.14	961,278.00	1,324,926.00
Halifax T. I.			14,875.30	187,766.59	389,996.48	416,200.00	650,416.00
Haywood T. I.	39,922.08	134,958.09	220,281.11	290,516.80	410,666.74	522,242.00	572,242.50
Iothermal C. C.	81,812.35	209,867.62	350,065.35	477,158.77	589,105.62	648,562.00	722,149.50

1. CURRENT EXPENSE BY INSTITUTION, 1965-66 THROUGH 1971-72 (Continued)

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
James Sprunt Institute	\$ 127,546.27	\$ 232,078.24	\$ 237,973.15	\$ 289,847.20	\$ 414,755.10	\$ 431,259.00	\$ 567,916.50
Johnston T.I.					142,786.00	386,157.00	681,164.50
Lenoir C.C.	283,102.53	434,515.00	647,827.18	795,136.81	1,199,067.18	1,399,001.00	1,590,466.50
McDowell T.I.	73,733.01	113,560.06	135,050.01	154,501.88	222,733.21	316,623.00	400,484.00
Martin T.I.			29,996.51	196,370.75	323,440.08	335,364.00	517,670.00
Mayland T.I.							110,720.00
Montgomery T.I.			12,479.41	168,691.23	234,158.73	247,732.00	284,912.50
Nash T.I.			55,218.08	207,172.85	332,116.48	392,714.00	423,376.50
Panlico T.I.	28,657.46	46,156.57	87,707.23	129,533.51	186,456.11	236,003.00	242,958.00
Piedmont T.I.					204,165.00	204,165.00	380,747.50
Pitt T.I.	379,108.72	387,197.53	569,361.72	622,261.59	869,981.67	867,898.00	1,076,616.00
Randolph T.I.	189,049.63	198,585.73	233,955.00	283,583.08	413,409.06	533,956.00	632,428.50
Richmond T.I.	120,961.65	230,443.14	332,080.39	364,537.45	563,688.53	624,386.00	803,985.00
Roanoke-Chowan T.I.			55,371.74	145,019.71	316,321.92	317,794.00	471,109.50
Robeson T.I.	58,653.12	106,497.54	205,069.35	307,401.09	489,476.34	492,277.00	559,761.50
Rockingham C.C.							
Rowan T.I.	206,414.11	415,547.09	604,894.69	756,818.09	1,091,587.32	1,143,508.00	1,310,157.00
Sampson T.I.	282,080.12	352,788.36	434,276.68	546,648.61	748,803.11	777,787.00	859,146.50
Sandhills C.C.	32,086.31	83,495.56	161,305.61	232,298.45	353,805.40	407,741.00	489,232.50
Southwestern C.C.	324,119.06	496,873.69	597,658.15	767,429.48	982,094.81	1,131,852.00	1,471,824.50
	302,677.76	462,974.84	583,606.88	691,256.10	921,872.88	1,035,253.00	1,314,216.50
Stallworthy T.I.							
Stary C.C.	84,532.02	133,535.15	217,171.77	276,320.07	366,417.59	474,091.00	613,068.50
Surry C.C.	75,121.87	192,404.65	316,291.27	407,112.34	508,540.59	759,721.00	111,597.50
Ti-County T.I.	345,703.03	365,327.13	500,219.64	572,936.53	818,818.59	958,070.00	1,068,163.00
	41,679.90	88,972.65	108,032.87	167,114.34	229,731.90	320,350.00	522,226.50
Vance County T.I.							
W.W. Holding T.I.	382,238.67	449,840.47	608,779.16	729,224.82	99,784.01	202,326.00	377,228.50
Wayne C.C.	438,307.40	502,388.05	666,265.82	945,000.21	1,010,516.68	1,127,793.00	1,524,235.50
Western Piedmont C.C.	100,150.74	362,852.32	500,248.13	647,037.68	874,832.41	1,377,749.00	1,682,240.50
Wilkes C.C.	49,155.52	278,003.89	477,492.16	571,518.01	775,661.24	881,516.00	1,106,678.00
Wilson County T.I.							
	381,949.07	374,960.84	530,321.18	619,459.77	776,626.86	834,864.00	850,467.50
TOTAL	\$10,222,757.30	\$13,952,464.08	\$19,220,192.80	\$25,138,907.57	\$36,251,294.05	\$42,252,848.00	\$53,155,409.50

*Includes general administration, curriculum instructional services, extension instructional services, and other related costs from State and federal funds; also includes instructional receipts deposited to State Treasury.

2. LOCAL CURRENT EXPENSES, 1965-66 THROUGH 1971-72

Local institutional current expense consists of funds expended for operation and maintenance of plant plus any local funds voluntarily made available to supplement other budget items. The following table shows local current expense by institution from 1965-66 through 1971-72. Local funds budgeted for 1971-72 amounted to \$6,985,804.

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71*	1971-72*
Anson T.I.	\$ 14,511.25	\$ 14,739.14	\$ 16,308.00	\$ 19,100.00	\$ 40,631.00	\$ 48,135.90	\$ 30,254.00
Asherville-Bucombe T.I.	40,792.03	47,798.93	76,727.00	110,390.00	134,806.00	163,345.37	209,420.00
Beaufort County T.I.	5,922.65	15,041.55	19,556.00	33,588.00	55,191.00	55,242.00	65,820.00
Bladen T.I.			10,075.00	20,783.00	33,743.00	27,066.00	36,400.00
Blue Ridge T.I.					4,073.00	27,560.00	32,826.00
Caldwell C. C. and T.I.	27,843.21	45,962.94	56,509.00	69,627.00	124,646.00	128,985.00	129,177.00
Cape Fear T.I.	16,978.89	17,668.70	33,102.00	39,257.00	48,231.00	57,675.00	68,082.00
Carteret T.I.	19,439.52	15,582.73	18,108.00	21,000.00	27,260.00	22,850.00	41,500.00
Catawba Valley T.I.	35,885.71	67,099.53	89,020.00	126,480.00	169,677.00	195,207.00	233,700.00
Central Carolina T.I.	26,870.19	40,644.35	39,683.00	51,881.00	53,250.00	63,564.00	75,000.00
Central Piedmont C.C.	180,009.27	281,772.09	326,094.00	525,333.00	740,683.00	917,353.00	1,143,955.00
Cleveland County T.I.	13.35		21,794.00	27,285.00	31,321.00	32,682.00	39,732.00
Coastal Carolina C.C.	7,094.65	15,259.33	30,597.00	115,460.00	68,123.00	86,694.03	92,569.00
College of the Albemarle	45,176.56	47,241.14	53,096.00	63,887.00	85,810.00	130,655.00	91,694.00
Craven T.I.	16,780.00	25,345.45	22,155.00	42,075.00	54,763.00	64,865.00	16,215.00
Davidson County C.C.	30,203.36	40,001.18	354,359.00	76,283.00	83,422.00	82,900.00	105,624.00
Durham T.I.	24,965.97	25,545.97	33,144.00	38,855.00	84,361.00	70,575.00	75,592.00
Edgecombe T.I.				22,300.00	20,600.00	35,140.00	64,182.00
Fayetteville T.I.	51,460.54	84,798.77	99,772.00	138,192.00	175,241.00	210,110.00	311,555.00
Forsyth T.I.	75,730.17	83,790.60	104,018.00	111,259.00	115,124.00	225,583.00	201,737.00
Gaston College							
Guilford T.I.	187,778.26	220,136.07	223,138.00	275,804.00	279,424.00	301,390.00	331,563.00
Halifax T.I.	98,294.18	105,348.47	123,565.00	172,470.00	237,500.00	299,300.00	341,300.00
Haywood T.I.	2,562.65	11,498.29	15,957.00	17,370.00	44,925.00	40,000.00	42,000.00
Isothermal C.C.	14,820.50	42,192.36	46,565.00	69,058.00	31,015.00	35,202.00	64,704.00
					93,350.00	82,334.00	114,639.00

2. LOCAL CURRENT EXPENSES, 1965-66 THROUGH 1971-72 (Continued)

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71*	1971-72*
James Sprunt Institute	\$ 10,717.72	\$ 19,078.37	\$ 20,566.00	\$ 19,363.00	\$ 34,636.00	\$ 33,624.00	\$ 44,189.00
Johnston T.I.					12,884.00	34,517.10	43,457.00
Lenoir C.C.	37,374.82	55,041.20	59,324.00	70,302.00	102,267.00	129,430.71	154,831.00
McDowell T.I.	11,117.06	11,824.06	13,563.00	15,214.00	17,640.00	24,388.35	20,412.00
Martin T.I.			15,880.00	25,000.00	36,000.00	99,616.00	66,347.00
Mayland T.I.**							26,000.00
Montgomery T.I.				6,036.00	12,671.00	17,383.00	19,109.00
Nash T.I.					22,170.00	30,215.00	34,575.00
Pamlico T.I.	1,803.82	3,634.11	3,900.00	11,324.00	13,568.00	14,044.46	18,181.00
Piedmont T.I.						30,750.00	67,875.00
Pitt T.I.	57,049.03	64,104.66	67,456.00	74,572.00	107,238.00	117,608.73	129,388.00
Randolph T.I.	19,504.23	22,274.39	35,153.00	42,586.00	68,725.00	72,662.50	57,718.00
Richmond T.I.	14,576.97	35,670.40	64,924.00	72,929.00	83,941.00	60,106.43	103,060.00
Roanoke-Chowan T.I.			3,091.00	13,560.00	25,760.00	34,635.00	35,415.00
Robeson T.I.	9,626.32	30,164.11	16,798.00	22,905.00	42,513.00	43,228.47	66,919.00
Rockingham C.C.	51,305.78	110,063.81	159,256.00	225,643.00	285,866.00	299,460.00	327,250.00
Rowan T.I.	31,263.38	36,523.77	43,684.00	48,595.00	74,981.00	87,711.00	106,426.00
Sampson T.I.		5,733.28	8,581.00	10,426.00	16,939.00	21,109.40	22,423.00
Sandhills C.C.	60,742.42	98,182.89	102,037.00	101,690.00	117,908.00	122,826.48	145,477.00
Southeastern C.C.	42,438.96	56,524.43	94,414.00	119,577.00	127,526.00	108,014.00	145,573.00
Southwestern T.I.			13,616.00	16,725.00	19,306.00	32,530.87	39,726.00
Steady T.I.**	10,606.18	10,624.56					17,900.00
Surry C.C.	25,344.70	47,386.90	52,994.00	71,510.00	85,250.00	92,525.00	116,542.00
T. I. of Alamance	27,375.12	29,292.14	40,632.00	50,394.00	57,022.00	67,502.00	96,934.00
Tri-County T.I.	3,635.16	8,350.74	8,663.00	9,066.00	13,118.00	14,150.00	15,860.00
Vance County T.I.							61,350.00
W. W. Holding T.I.	43,980.31	65,109.05	87,432.00	142,171.00	153,200.00	241,500.00	346,950.00
Wayne C.C.	33,458.10	50,114.75	63,858.00	93,497.00	117,250.00	121,160.00	173,500.00
Western Piedmont C.C.	41,450.07	65,162.49	91,776.00	106,457.00	132,050.00	132,325.00	160,088.00
Wilkes C.C.	8,042.69	22,517.31	36,814.00	129,164.00	70,800.00	139,144.83	132,945.00
Wilson County T.I.	20,056.41	27,910.66	31,816.00	44,250.00	84,128.00	108,278.00	129,400.00
TOTAL	\$1,463,582.16	\$2,122,756.69	\$2,950,628.00	\$3,756,048.00	\$4,789,639.00	\$5,779,730.63	\$6,965,804.00

*Budgeted Amount.

**New Institution.

3. INSTITUTIONAL RECEIPTS*, 1963-64 THROUGH 1971-72

Student tuition and other fees collected by the institutions and deposited with the State Treasurer for 1963-64 through 1971-72 are shown in the following table. These receipts are deposited to the State and serve to reduce the General Fund appropriation required for the operation of institutions.

YEAR	AMOUNT
1963-64	\$ 366,958.76
1964-65	587,047.45
1965-66	1,161,722.21
1966-67	1,658,882.79
1967-68	2,079,627.26
1968-69	2,593,321.86
1969-70	2,974,932.31
1970-71	3,830,983.00
1971-72	4,462,888.00

*Receipts from student tuition and other fees deposited with the State Treasurer.

4. CAPITAL FUNDS EXPENDED, JUNE 30, 1972

The following table shows local, State, vocational education, and other capital funds expended from 1959 through July, 1972. The table shows the amount and percent of each type of funds expended by institution. Through June, 1972, over 95 million dollars in capital funds have been expended.

Institution (1)	LOCAL		STATE		VO - ED		OTHER		Total (10)
	Amount (2)	% (3)	Amount (4)	% (5)	Amount (6)	% (7)	Amount (8)	% (9)	
Anson T.I.	\$ 250,000	50	\$ 247,500	50	\$ -	-	\$ -	-	\$ 497,500
Asheville-Buncombe T.I.	983,486	55	144,000	5	356,000	13	1,324,758	47	2,808,244
Beaufort County T.I.	369,421	42	-	-	405,420	46	105,000	12	879,841
Bladen T.I.	130,639	21	37,500	6	157,017	26	296,000	47	631,156
Blue Ridge T.I. (Henderson)	430,904	37	-	-	100,000	8	650,000	55	1,180,904
Caldwell C.C. & T.I.	1,325,803	47	-	-	500,000	18	974,260	35	2,800,063
Cape Fear T.I. (New Hanover)	606,169	55	-	-	500,000	45	-	-	1,106,169
Carteret T.I.	353,200	24	-	-	-	-	1,114,800	76	1,468,000
Catawba Valley T.I.	1,050,803	59	337,319	19	162,681	9	245,000	13	1,795,803
Central Carolina T.I. (Lee)	526,923	51	285,000	28	215,000	21	-	-	1,026,923
Central Piedmont C.C. (Meek)	10,155,374	71	500,000	4	-	-	7,555,281	25	14,210,655
Cleveland County T.I.	500,000	50	247,500	25	247,500	25	-	-	995,000
Coastal Carolina C.C. (Onslow)	668,048	53	165,060	13	334,940	27	93,683	7	1,261,731
College of Albemarle (Pasquotank)	630,000	54	500,000	27	-	-	713,333	39	1,843,333
Craven T.I.	537,944	35	-	-	230,000	23	218,559	22	986,503
Davidson County C.C.	1,346,000	54	500,000	20	-	-	644,988	26	2,490,988
Durham, T.I.	554,000	48	327,500	29	172,500	15	93,000	8	1,147,000
Edgecombe County T.I.	205,000	39	125,000	24	125,000	24	64,000	13	519,000
Fayetteville T.I. (Cumberland)	1,605,256	55	156,425	5	743,575	12	813,789	28	2,919,045
Forsyth T.I.	1,312,301	60	95,000	4	405,000	18	400,000	18	2,212,301
Gaston College	1,160,140	38	875,000	28	-	-	1,065,963	34	3,113,103
Guilford T.I.	4,732,783	85	250,000	5	250,000	5	300,020	5	5,552,813
Halifax County T.I.	250,000	50	250,000	50	-	-	-	-	500,000
Haywood T.I.	568,000	36	50,000	3	250,000	16	690,000	45	1,558,000
Isothermal C.C. (Rutherford)	701,000	31	500,000	22	-	-	1,070,479	47	2,271,479

4. CAPITAL FUNDS EXPENDED, JUNE 30, 1972 (Continued)

Institution (1)	LOCAL		STATE		VO - ED		OTHER		Total (16)
	Amount (2)	% (3)	Amount (4)	% (5)	Amount (6)	% (7)	Amount (8)	% (9)	
James Sprunt Inst. (Duplin)	\$ 476,000	57	\$ 138,850	17	\$ 8,559	1	\$ 214,517	25	\$ 837,926
Johnston Co. T.I.	500,000	67	247,500	33	-0-	-0-	-0-	-0-	747,500
Lenoir C.C.	901,873	39	500,000	22	-0-	-0-	893,160	39	2,295,033
Marlin T.I.	473,500	54	-0-	-0-	306,000	34	100,000	12	873,500
Mayland T.I. (Mitchell)	250,000	50	-0-	-0-	250,000	50	-0-	-0-	500,000
McDowell T.I.	290,000	22	44,218	3	204,636	15	785,000	60	1,323,854
Montgomery T.I.	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Nash T.I.	500,000	67	247,500	33	-0-	-0-	-0-	-0-	747,500
Pamlico T.I.	150,000	50	150,000	50	-0-	-0-	-0-	-0-	300,000
Piedmont T.I. (Person)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Pitt T.I.	501,104	47	250,000	23	250,000	23	74,000	7	1,075,104
Randolph T.I.	501,751	50	282,899	28	217,101	22	-0-	-0-	1,001,751
Richmond T.I.	863,870	55	344,547	22	50,000	3	324,483	20	1,582,500
Roanoke-Chowan T.I. (Hertford)	250,000	63	150,000	37	-0-	-0-	-0-	-0-	400,000
Robeson T.I.	403,500	29	-0-	-0-	-0-	-0-	984,000	71	1,387,500
Rockingham C.C.	2,025,955	51	500,000	13	-0-	-0-	1,449,154	36	3,975,109
Rowan T.I.	799,606	62	169,904	13	330,096	25	-0-	-0-	1,299,606
Sampson T.I.	500,000	50	495,000	50	-0-	-0-	-0-	-0-	995,000
Sandhills C.C. (Moore)	1,180,000	46	500,000	19	-0-	-0-	913,949	35	2,593,949
Southeastern C.C. (Columbus)	782,032	32	500,000	21	-0-	-0-	1,140,187	47	2,422,219
South-western T.I. (Jackson)	408,667	42	-0-	-0-	-0-	-0-	574,500	58	983,167
Stanny T.I.	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Starry C.C.	552,637	28	500,000	26	-0-	-0-	910,387	46	1,563,024
T.I. of Alamance	622,377	55	266,091	24	138,460	12	103,353	9	1,130,281
Tri-County T.I. (Cherokee)	69,471	14	75,000	15	25,000	5	340,200	-0-	509,671
Vance County T.I.	500,000	67	247,500	33	-0-	-0-	-0-	-0-	747,500
W. W. Holding T.I. (Wake)	935,000	60	250,000	16	250,000	16	128,800	8	1,563,800
Wayne C.C.	594,197	49	240,000	20	260,000	21	120,000	10	1,214,197
Western Piedmont C.C. (Burke)	1,000,000	33	500,000	17	-0-	-0-	1,482,036	50	2,982,036
Wilkes C.C.	875,000	34	500,000	20	-0-	-0-	1,175,974	46	2,550,974
Wilson County T.I.	675,000	44	250,000	17	95,000	6	499,000	33	1,519,000
TOTAL	\$48,564,744	51	\$12,944,813	14	\$ 7,143,485	7	\$26,645,613	28	\$95,298,655

5. MAJOR EQUIPMENT INVENTORY, JUNE 30, 1972

This table shows by institution the expenditures for major equipment inventory. As of June 30, 1972, the inventory value of equipment was in five major areas; namely, general, adult, college transfer, occupational, and specialty education. The major portion of equipment is in the occupational education area, amounting to over \$17 million. The total major equipment inventory for all institutions as of June 30, 1972 was \$25,-843,432.

Institution	General	Adult Education	College Transfer	Occupational Education	Specialty Education	Total
Anson T.I.	\$ 20,874	\$ 2,036	\$	\$ 78,645	\$ 1,723	\$ 103,878
Asheville-Buncombe T.I.	194,856	19,440		873,778	28,063	1,116,177
Beaufort County T.I.	54,193	4,052		218,824	5,063	280,132
Bladen T.I.	22,498	1,585		154,852	2,395	181,430
Blue Ridge T.I.	22,509	2,726		84,767		111,002
Caldwell C. C. and T.I.	131,539	9,886	46	430,861	15,095	587,427
Cape Fear T.I.	164,861	21,981		671,990	22,324	881,156
Carteret T.I.	39,034	2,888		156,761	4,332	205,015
Catawba Valley T.I.	155,045	13,772		553,996	19,570	742,363
Central Carolina T.I.	120,515	10,001		395,201	13,575	539,292
Central Piedmont C.C.	558,966	38,133		1,274,499	48,944	2,175,553
Cleveland County T.I.	48,140	3,561	255,011	182,087	3,504	187,292
Coastal Carolina C.C.	75,036	3,426	11,482	196,338	5,567	291,849
College of Albemarle	100,761	9,010	59,483	271,984	11,224	452,462
Craven T.I.	128,074	2,571		124,312	7,754	262,711
Davidson County C.C.	124,862	10,583	104,629	306,682	14,354	561,110
Durham T.I.	125,465	9,618		454,588	15,983	605,654
Edgecombe County T.I.	41,158	5,909		120,510	4,044	171,621
Fayetteville T.I.	244,939	14,178		747,017	21,231	1,027,365
Forsyth T.I.	237,577	14,405		705,520	22,355	979,857
Gaston College	244,815	15,077	133,002	520,730	23,468	937,092
Guilford T.I.	166,878	13,846		641,181	17,027	840,532
Halifax County T.I.	55,380	3,786		128,131	4,875	192,172
Haywood T.I.	52,246	3,389	58,593	151,002	3,137	209,774
Isothermal C.C.	80,985	7,663		140,132	10,595	297,568

5. MAJOR EQUIPMENT INVENTORY, JUNE 30, 1972 (Continued)

Institution	General	Adult Education	College Transfer	Occupational Education	Specialty Education	Total
James Sprunt Inst.	\$ 64,022	\$ 7,266	\$	\$ 220,650	\$ 5,979	\$ 297,917
Johnston County T.I.	45,508	4,430		85,179	572	135,689
Lenoir C.C.	224,770	15,544	97,224	455,385	13,027	805,959
Martin T.I.	53,116	1,898		150,969	2,535	208,518
Mayland T.I.	11,234	2,732		21,461		35,427
McDowell T.I.	42,741	2,942		89,856	2,852	138,391
Montgomery T.I.	27,609	4,711		77,811	2,267	112,398
Nash T.I.	20,763	3,567		116,262	3,361	143,953
Pamlico T.I.	23,353	2,639		79,784	2,512	108,288
Piedmont T.I.	13,290	710		78,074		92,074
Pitt T.I.	98,341	8,275		350,397	9,463	466,476
Randolph T.I.	89,145	8,034		322,159	11,560	430,898
Richmond T.I.	99,807	6,772		338,968	8,830	454,377
Roanoke-Chowan T.I.	34,186	6,189		133,123	3,603	177,103
Robeson T.I.	50,723	5,539		154,877	4,182	215,371
Rockingham C.C.	119,470	11,798	95,155	399,683	16,718	642,824
Rowan T.I.	143,773	11,015		443,356	11,276	609,420
Sampson T.I.	49,381	5,445		134,439	3,310	192,575
Sandhills C.C.	146,365	8,951	65,561	347,409	10,626	578,914
Southeastern C.C.	152,102	11,452	89,254	427,804	17,201	697,813
Southwestern T.I.	68,723	3,130		131,500	3,202	206,555
Stanly T.I.	18,886			11,289		30,175
Surry C.C.	103,314	9,187	80,365	264,752	10,944	468,562
T.I. of Alamance	190,784	14,826		586,833	18,826	811,269
Tri-County T.I.	22,969	1,699		92,042	2,549	119,259
Vance County T.I.	37,981	1,315		86,396	156	125,848
W. W. Holding T.I.	223,038	13,183		647,533	13,635	897,389
Wayne C.C.	235,920	11,552	127,326	491,905	15,974	862,677
Western Piedmont C.C.	93,343	8,867	62,839	290,520	10,455	466,024
Wilkes C.C.	96,032	11,688	58,844	309,955	10,849	487,368
Wilson County T.I.	174,957	16,684	152,431	502,274	16,331	862,657
TOTAL	\$ 5,969,863	\$ 466,192	\$ 1,451,245	\$ 17,377,133	\$ 558,999	\$ 25,843,432

6. LIBRARY BOOKS

The following table shows the number of library books, estimated cost, and books per curriculum student for 1972 accessioned by the State. The period covered is from 1957 through June 30, 1972.

Institution	No. of Books	Total Estimated Cost of Books*	Books per FTE student — 1972
Anson T.I.	4,004	\$ 38,038.00	14
Asheville-Buncombe T.I.	11,306	107,407.00	8
Beaufort T.I.	6,915	65,692.50	10
Bladen T.I.	4,968	47,196.00	14
Blue Ridge T.I.	2,683	25,488.50	10
Caldwell C.C. & T.I.	14,609	138,785.50	11
Cape Fear T.I.	12,451	118,284.50	15
Carteret T.I.	7,180	68,210.00	11
Catawba Valley T.I.	11,120	105,640.00	7
Central Carolina T.I.	10,287	97,726.50	9
Central Piedmont C.C.	29,013	275,623.50	2
Cleveland Co. T.I.	5,282	50,179.00	9
Coastal Carolina C.C.	7,509	71,335.50	4
College of the Albemarle	10,597	100,671.50	8
Craven Co. T.I.	6,885	65,407.50	9
Davidson Co. C.C.	19,062	181,089.00	10
Durham T.I.	7,625	72,437.50	5
Edgecombe T.I.	5,156	48,982.00	9
Fayetteville T.I.	11,134	105,773.00	7
Forsyth T.I.	12,496	118,712.00	8
Gaston C.C.	14,482	137,579.00	5
Guilford T.I.	12,071	114,674.50	5
Halifax T.I.	5,409	51,385.50	8
Haywood T.I.	7,437	70,651.50	10
Isothermal C.C.	20,051	190,484.50	25
James Sprunt T.I.	9,441	89,689.50	14
Johnston T.I.	4,611	43,804.50	8
Lenoir C.C.	26,127	248,206.50	12
Martin T.I.	6,542	62,149.00	16
Mayland T.I.**	987	9,376.50	
McDowell T.I.	4,763	45,248.50	18
Montgomery T.I.	3,226	30,647.00	17
Nash T.I.	6,355	60,372.50	12
Pamlico T.I.	5,621	53,399.50	39
Piedmont T.I.	1,066	10,412.00	1
Pitt T.I.	11,302	107,369.00	11
Randolph T.I.	8,662	82,289.00	14
Richmond T.I.	11,194	106,343.00	14
Roanoke-Chowan T.I.	3,475	33,012.50	8
Robeson T.I.	7,214	68,533.00	11
Rockingham C.C.	19,077	181,231.50	11
Rowan T.I.	9,280	88,160.00	7
Sampson T.I.	5,676	53,922.00	13
Sandhills C.C.	21,538	204,611.00	12
Southeastern C.C.	25,822	245,309.00	13

6. LIBRARY BOOKS (Continued)

Institution	No. of Books	Total Estimated Cost of Books*	Books per FTE student — 1973
Southwestern T.I.	5,220	\$ 49,647.00	6
Stanly T.I.**	56	532.00	
Surry C.C.	22,454	213,313.00	16
T.I. of Alamance	14,524	137,978.00	11
Tri-County T.I.	2,604	24,739.00	4
Vance T.I.	4,713	44,773.50	10
W. W. Holding T.I.	10,158	96,501.00	9
Wayne C.C.	21,424	203,529.00	9
Western Piedmont C.C.	16,035	152,332.50	10
Wilkes C.C.	18,549	176,215.50	12
Wilson T.I.	12,875	120,412.50	15
Total	580,159	\$ 5,511,512.50	10.5

*Average estimated cost = \$0.50

**New institutions with limited enrollment.

7. ESTIMATE OF STATE EXPENDITURES FOR 1972-73 AND BUDGET REQUESTS FOR THE 1973-75 BIENNIUM

An estimate of 1972-73 current expense and of equipment and library book expense for 1972-73, pending Change Budget requests for each year of the 1973-75 Biennium, and the now pending capital improvement request are shown in the following table. Estimated expenditures for 1972-73 are \$67,712,547.* The Base Budget request for the 1973-75 Biennium totals \$125,316,897 and the Change Budget request for the same period totals \$210,147,868. A total of over 58 million dollars for capital improvement was requested.

	State Appropriation 1972-73	Budget Requests		
		1973-74	1974-75	Total
Base Budget				
Current Expense	\$57,575,666	\$ 57,708,288	\$ 57,736,247	\$115,444,535
Equipment and Books	3,773,433	6,098,929	3,773,433	9,872,362
Total	\$61,349,099	\$ 63,807,217	\$ 61,509,680	\$125,316,897
Change Budget				
Current Expense		\$ 51,047,652	\$ 81,432,822	\$132,480,474
Equipment and Books		62,868,376	14,799,018	77,667,394
Total		\$113,916,028	\$ 96,231,840	\$210,147,868
Capital Improvement Request				\$ 58,008,418
Grand Total				\$393,473,183

*Includes institutional receipts and federal funds.

B. ENROLLMENT DATA

The institutions in the Community College System will admit anyone who is 18 years old or older. Within the institution, there is selective placement in programs, depending on the individual's interests, aptitudes, and previous educational background.

Special arrangements can be made between the institution and the local public school to enroll certain school dropouts between the ages of 16 and 18. People served by institutions include the following:

- High school graduates or school dropouts who wish to prepare for trade level employment.
- High school graduates who wish to prepare for technician level employment.
- High school graduates who desire the first two years of college training (community colleges only).
- Adults who wish to complete grade levels 1-8.
- Adults seeking high school diplomas.
- Employed adults who wish to upgrade their skills.
- Adults seeking general cultural and citizenship level improvement.

Average Annual Enrollment by Type of Program

The chart on page 83 shows the full-time equivalent (FTE) students in each program area for the 1971-72 school year. One FTE is an enrollment of 16 hours per week for 44 weeks or a full four-quarter year. Because so many of the students attend class on a part-time basis, it is necessary to equate them to "typical" full-time students. The full-time equivalent (FTE) was the means developed to standardize reporting. One full-time equivalent (FTE) is representative of the amount of time a full-time student attends class. Several part-time students make only one FTE.

Enrollment Growth

Since the enactment of G.S. 115A in 1963 establishing the North Carolina Community College System, enrollment has in-

creased from 7,781 FTE (See page 80 for definition of FTE) in 16 industrial education centers to 69,579 FTE in 56 community colleges and technical institutes (end of 1971-72 school year). The institutions in the Community College System now include 15 community colleges and 41 technical institutes. Ninety-seven percent of the population now live within commuting distance of one of these 56 institutions. Projected FTE enrollment indicates 120,000 FTE students by 1974-75.

The enrollment growth by both FTE and unduplicated headcount through 1974-75 is depicted for the system of institutions in the tables and charts on pages 84-86. Enrollment growth by unduplicated headcount and average annual FTE (end of quarter report) for 1970-71 and 1971-72 is shown for each program on page 84. A breakdown of the unduplicated headcount (1966-1972) and FTE (1965-1972) enrollment by institutions is shown on pages 87-90.

Geographic Origin of Students, 1971 Fall Curriculum Enrollment

Institutions of the Community College System are mainly considered as "drive-in" institutions. In most cases, students who must move are able to find living accommodations near the campus; however, the number of students who must have room and board is relatively small. Sixty-nine and three-tenths percent of the curriculum students attending community colleges and technical institutes come from the county in which the institution is located. Another 21.3 percent are from adjacent counties, making a total of 90.6 percent from the home or adjacent counties. Only 6.7 percent come from other North Carolina counties, and 2.7 percent come from other states.

The geographic origin of curriculum students for the fall of 1971 is shown on page 91.

Enrollment by Sex, Race, and Type of Program

The table on page 93 shows that, in 1971-1972, 78.3 percent of the students enrolled were white students, whereas 21.7 percent were non-white. The table shows 49.6 percent of the students are male and 50.4 percent, female. By comparison, in 1968-69, 76.2 percent of the students were white and 23.8 percent were non-white.

Community College Transfers—Falls 1969, 1970, and 1971

One of the primary objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university. For fall 1969, community college transfers increased to 894, and for fall 1970, there were 1,182 transfers from 15 community colleges. For fall 1971, there were 1,619 transfers, a 37 percent increase over the previous fall.

The total transfers from public and private senior colleges and universities to community colleges for fall 1969 were 866, and for fall 1970 the total was 1,343. Total transfers for fall 1971 were 1,341. This total included transfers from the following sources:

- Public senior institutions in North Carolina
- Private senior institutions in North Carolina
- Out-of-State institutions

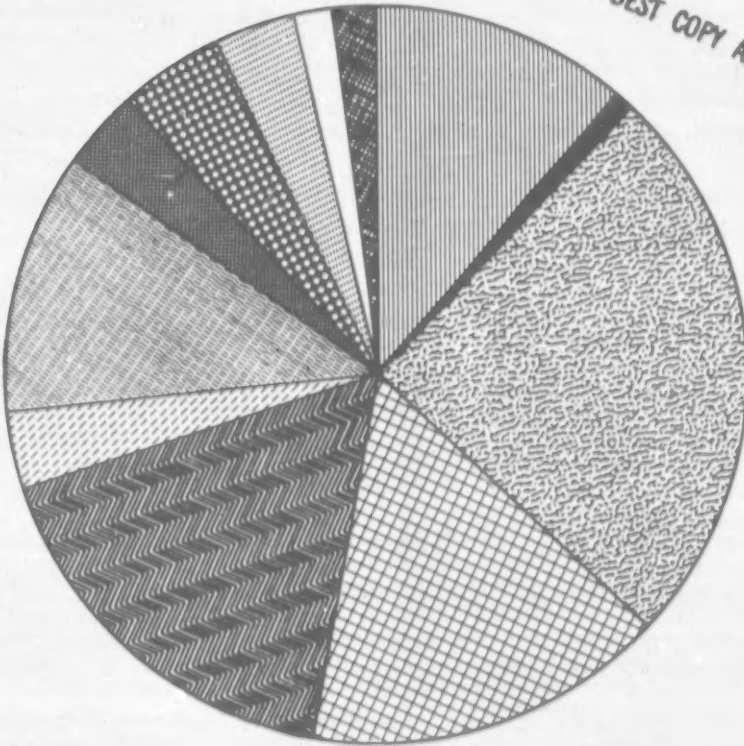
Transfer tables are shown on pages 95-96.

Growth of the System

Growth of the Community College System from the date of establishment in 1963 through 1971-72 is shown on page 97.

AVERAGE ANNUAL FTE
1971-1972

BEST COPY AVAILABLE



<u>PROGRAM</u>	<u>FTE</u>	<u>PERCENT</u>
 College Transfer	7,795	11.2
 General Education	727	1.0
 Technical	17,164	24.7
 Vocational	11,864	17.1
 Occupational Extension	11,890	17.2
 Adult High School	2,187	3.1

<u>PROGRAM</u>	<u>FTE</u>	<u>PERCENT</u>
 General Adult	8,079	11.6
 Learning Laboratory	2,448	3.5
 Adult Basic Education	3,081	4.4
 MDTA	2,149	3.1
 New Industry	984	1.4
 Self-Supporting	1,211	1.7
TOTAL	39,579	100.0%

2. ENROLLMENT GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1965-66 THROUGH 1974-75

Items	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73 ^a	1973-74 ^b	1974-75 ^c
Full-Time Equivalent Enrollment	25,704	28,250	32,756	40,061	47,857	59,329	69,579	84,000	105,000	120,000
Number of Institutions in Full Operation	31	43	50	53	54	54	55	56	56	56
Percent Annual Enrollment Increase	161%	10%	28%	22%	19%	24%	17%	21%	25%	14%

^aFigures for these years.

3. ENROLLMENT GROWTH BY PROGRAM AREA, 1970-71 AND 1971-72 SCHOOL YEARS

Program Area	Student Enrollment			End-of-Quarter FTE		
	1970-71	Percent Growth	1971-72	1970-71	Percent Growth	1971-72
College Transfer	17,371	(21.1) ¹	13,701	7,200	8.3	7,795
General Education	1,419	721.3	11,654	342	112.6	727
Technical	28,953	0.7	29,142	14,901	15.2	17,164
Vocational	15,233	13.4	17,279	10,241	15.8	11,864
Curriculum Total	62,976	14.0	71,776	32,684	14.9	37,550
Adult Education ²	52,670	4.1	54,835	7,217	6.9	7,716
General Adult ³	118,285	6.7	126,219	7,335	26.7	9,290
Occupational Extension ⁴	124,103	21.4	150,718	12,053	24.2	15,023
Extension Total	296,038	6.9	315,503 ⁵	26,645	20.2	32,029
Total	358,014	8.2	387,279	59,329	17.3	69,579
			100.0			100.0

¹Special credit—non-degree students classified under General Education in 1971-72. They were formerly reported as college transfer, technical, or vocational students.

²In 1971-72, extension students were counted in each program in which enrolled but were counted only once in the extension total.

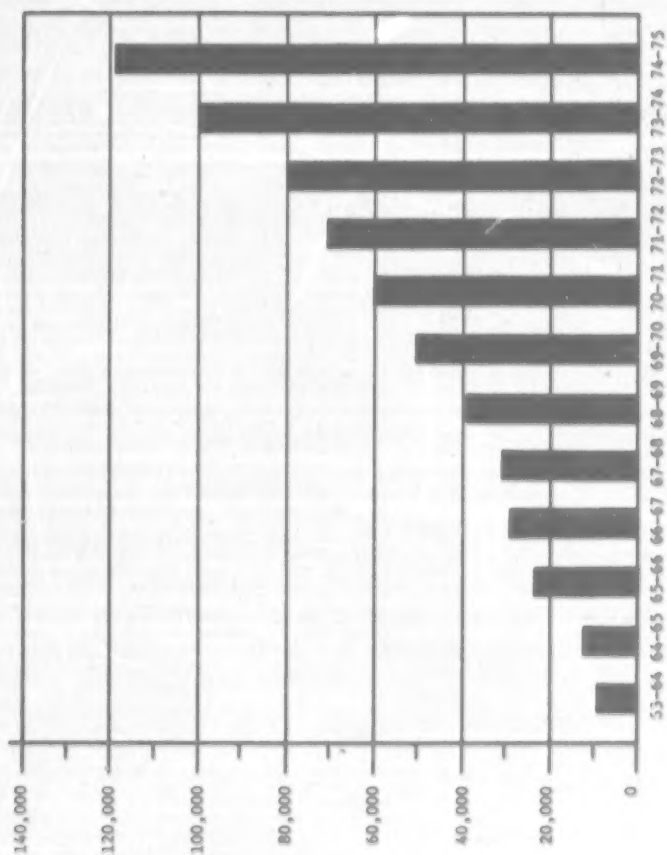
³Includes Adult Basic Education (Grades 1-8), Adult High School Programs, and Learning Laboratory.

⁴Includes General Adult Education Extension Programs and Self-supporting classes.

⁵Includes Occupational Extension, Manpower Development and Training (MDTA), and New and Expanding Industry Programs.

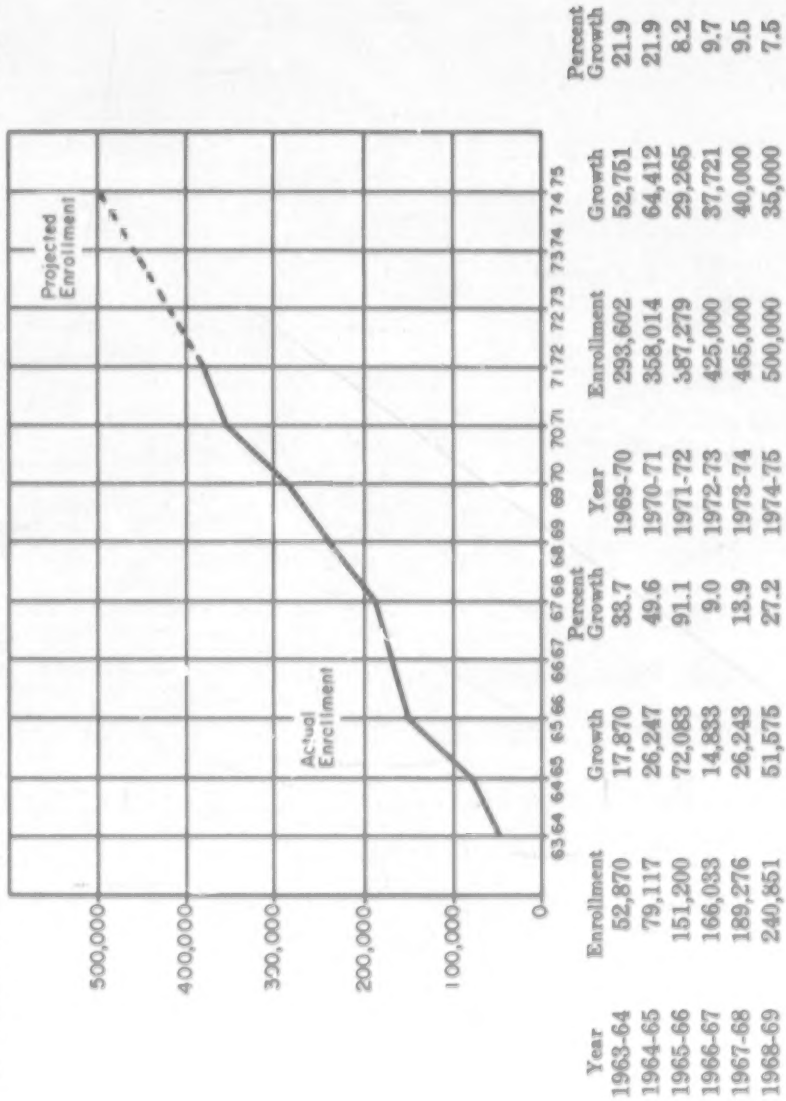
4. ENROLLMENT GROWTH

Actual 1963-64 Through 1971-72;
Projected 1972-73 Through 1974-75



Full-Time Equivalent Students

5. ENROLLMENT GROWTH AND PROJECTIONS—UNDUPPLICATED HEAD COUNT



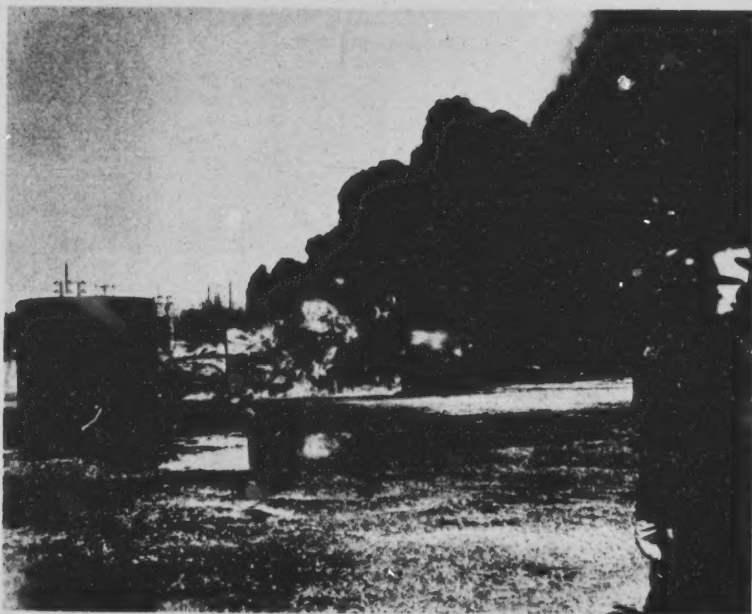
6. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1966-67 THROUGH 1971-72

Institution	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Anson T.I.	1,284	1,849	1,538	1,830	3,022	2,874
Asheville-Buncombe T.I.	7,627	6,519	6,487	6,220	7,850	8,391
Beaufort County T.I.	1,511	3,410	3,262	5,457	5,053	3,949
Bladen T.I.		354	1,189	1,318	1,849	2,367
Blue Ridge T.I.				379	2,858	4,639
Caldwell C.C. and T.I.	3,551	4,132	6,158	8,215	10,398	9,734
Cape Fear T.I.	6,812	7,502	9,992	10,930	13,023	13,579
Carteret T.I.	2,272	2,365	2,250	2,585	2,423	2,603
Catawba Valley T.I.	5,238	6,720	8,514	11,986	13,226	16,568
Central Carolina T.I.	3,259	4,440	4,816	4,859	5,528	10,310
Central Piedmont C.C.	11,230	13,327	20,175	24,506	27,275	26,190
Cleveland County T.I.	1,714	1,775	1,953	3,351	3,582	4,062
Coastal Carolina C.C.	9,113	10,624	24,647	24,117	29,149	23,754
College of the Albemarle	2,663	3,932	4,877	6,175	8,341	5,852
Craven T.I.	2,529	2,974	2,864	3,190	4,982	7,205
Davidson County C.C.	2,966	4,442	5,470	7,650	9,165	10,979
Durham T.I.	7,485	7,478	6,853	6,633	6,417	6,570
Edgecombe T.I.			2,633	3,256	5,197	3,100
Fayetteville T.I.	5,675	6,030	5,533	6,588	7,114	8,521
Forayth T.I.	7,603	7,193	8,001	7,989	9,812	11,494
Gaston College	6,062	6,578	6,600	8,493	9,292	13,392
Guilford T.I.	2,454	3,819	5,480	6,780	13,548	17,702
Halifax County T.I.		362	2,888	3,873	4,327	4,913
Haywood T.I.	1,740	1,878	2,766	3,110	3,575	4,285
Isothermal C.C.	2,521	2,427	3,049	3,339	4,303	4,035
James Sprunt Institute	2,315	2,332	2,608	3,210	4,442	4,359
Johnston T.I.				3,464	4,882	7,937
Lenoir C.C.	4,459	4,988	5,397	7,889	10,596	11,232
McDowell T.I.	1,554	1,472	1,665	2,021	2,646	2,791
Martin T.I.		395	2,130	2,742	2,872	4,190
Mayland T.I.						1,660
Montgomery T.I.		49	1,122	1,595	1,533	1,812
Nash T.I.		443	1,819	2,507	2,834	3,948
Pamlico T.I.	671	957	1,162	1,174	1,248	1,316
Piedmont T.I.					2,242	3,713
Pitt T.I.	6,752	7,039	5,763	8,001	9,165	7,841
Randolph T.I.	2,264	2,480	3,131	3,843	4,230	5,465
Richmond T.I.	2,670	2,552	2,873	4,939	5,141	5,766
Roanoke-Chowan T.I.		1,033	1,939	3,131	3,619	4,666
Robeson T.I.	1,525	2,349	3,425	4,537	4,546	4,582
Rockingham C.C.	2,613	3,645	4,011	4,438	6,228	5,245
Rowan T.I.	5,731	4,098	5,701	5,492	6,747	6,753
Sampson T.I.	1,763	2,595	2,619	4,576	6,682	3,742
Sandhills C.C.	3,538	3,467	3,928	4,896	5,903	5,750
Southeastern C.C.	4,380	4,280	3,969	4,488	4,893	6,529
Southwestern T.I.	2,274	2,288	4,117	3,539	4,173	4,743
Stanly T.I.						661
Surry C.C.	2,171	2,878	3,577	4,901	5,639	6,116
T.I. of Alamance	3,616	4,913	5,664	6,730	8,405	7,054
Tri-County T.I.	1,080	1,397	1,510	2,211	3,139	2,687

**6. TOTAL UNDUPLICATED HEADCOUNT
BY INSTITUTION, 1966-67 THROUGH 1971-72 (Continued)**

Institution	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Vance County T.I.				1,669	2,930	4,875
W.W. Holding T.I.	5,571	4,463	4,075	3,543	4,507	5,585
Wayne C.C.	4,945	6,790	8,638	8,307	9,849	11,123
Western Piedmont C.C.	2,099	2,903	4,439	6,876	6,351	5,826
Wilkes C.C.	1,750	2,530	3,066	5,000	5,739	6,605
Wilson County T.I.	6,983	6,810	4,508	4,989	5,524	5,669
Total	166,033	189,276	240,851	293,602	358,014	387,279

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7. ENROLLMENT GROWTH BY INSTITUTION TOTAL AVERAGE ANNUAL FTE

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Anson T.I.	302	235	163	181	207	302	337
Asheville-Buncombe T.I.	1,729	1,288	1,248	1,227	1,199	1,286	1,570
Beaufort County T.I.	65	207	438	660	1,113	1,262	1,077
Bladen T.I.			28	179	293	324	428
Blue Ridge T.I.					26	285	482
Caldwell C.C. and T.I.	174	281	547	722	907	1,180	1,288
Cape Fear T.I.	657	811	966	1,409	1,758	2,056	2,661
Carteret T.I.	499	437	479	440	504	544	554
Catawba Valley T.I.	756	816	986	1,192	1,417	1,665	1,839
Central Carolina T.I.	611	536	686	786	935	1,161	1,567
Central Piedmont C.C.	2,370	2,310	3,240	4,038	5,139	6,519	6,707
Cleveland County T.I.	125	228	299	339	394	482	612
Coastal Carolina C.C.	252	353	539	1,015	1,269	1,853	2,488
College of the Albemarle	659	726	776	843	938	1,122	1,232
Craven T.I.	205	301	411	417	578	721	931
Davidson County C.C.	319	475	687	1,018	1,209	1,418	1,533
Durham T.I.	1,104	933	1,232	1,048	1,114	1,328	1,350
Edgecombe T.I.			6	289	590		913
Fayetteville T.I.	1,410	1,049	1,149	1,688	1,696	1,890	2,032
Forsyth T.I.	1,266	1,389	1,505	1,740	1,584	1,949	2,114
Gaston College	1,482	1,323	1,478	1,569	1,548	1,943	2,100
Guilford T.I.	740	917	966	1,247	1,554	2,364	2,765
Halifax County T.I.			44	392	581	728	845
Haywood T.I.	132	284	348	445	622	681	807
Isothermal C.C.	153	213	348	508	566	684	714
James Sprunt Institute	345	418	360	438	508	568	733
Johnston T.I.					350	720	1,049
Lenoir C.C.	521	732	937	1,189	1,381	1,973	2,319
McDowell T.I.	236	473	202	208	268	322	420
Martin T.I.			14	366	422	513	657
Mayland T.I.							97
Montgomery T.I.				155	262	265	307
Nash T.I.			38	227	363	398	513
Pamlico T.I.	105	146	106	199	169	229	218
Piedmont T.I.						246	1,144
Pitt T.I.	1,511	1,026	1,020	814	1,120	1,615	1,523
Randolph T.I.	362	295	349	461	543	691	820
Richmond T.I.	435	350	539	572	870	981	1,141
Roanoke-Chowan T.I.			55	254	493	627	872
Robeson T.I.	138	898	433	697	863	790	1,039
Rockingham C.C.	382	497	774	1,029	1,128	1,202	1,212
Rowan T.I.	764	737	678	724	787	989	1,098
Sampson T.I.	139	364	494	508	530	660	724
Sandhills C.C.	389	774	923	958	1,184	1,371	1,527
Southeastern C.C.	489	796	859	985	1,049	1,255	1,438
Southwestern T.I.	161	325	299	378	460	570	702
Stanly T.I.							50
Surry C.C.	84	317	488	630	666	821	1,018
T.I. of Alamance	833	865	917	979	1,025	1,288	1,370
Tri-County T.I.	111	183	167	225	319	473	870

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7. ENROLLMENT GROWTH BY INSTITUTION—
TOTAL AVERAGE ANNUAL FTE (Continued)

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Vance County T.I.					102	311	585
W.W. Holding T.I.	1,175	995	1,057	1,041	1,084	1,261	1,455
Wayne C.C.	971	1,073	1,146	1,622	1,653	1,744	2,060
Western Piedmont C.C.	85	380	629	812	993	1,150	1,282
Wilkes C.C.	78	301	522	662	914	1,052	1,358
Wilson County T.I.	1,380	1,193	1,181	880	890	907	1,032
Total	25,754	28,250	32,756	40,061	47,836	59,329	69,579



8. GEOGRAPHIC ORIGIN OF STUDENTS **1971 FALL QUARTER CURRICULUM ENROLLMENT**

Institution	Home Location of Students in Percent				Number of Students
	County of Institution	Adjacent N. C. Counties	Other N. C. Counties	Other States	
Anson T.I.	29.3	70.0	0.7	0.0	140
Asheville-Buncombe T.I.	75.0	20.7	2.5	1.8	1,178
Beaufort County T.I.	48.0	24.8	23.4	3.8	448
Bladen T.I.	89.1	9.6	1.3	0.0	156
Blue Ridge T.I.	89.0	11.0	0.0	0.0	209
Caldwell C.C. & T.I.	72.8	23.2	3.5	0.5	808
Cape Fear T.I.	57.7	15.0	15.8	11.5	646
Carteret T.I.	84.5	9.8	0.6	5.1	316
Catawba Valley T.I.	62.0	35.9	1.5	0.6	1,079
Central Carolina T.I.	45.6	38.1	9.1	7.2	680
Central Piedmont C.C.	79.1	12.6	6.4	1.9	8,578
Cleveland County T.I.	90.0	9.2	0.0	0.8	359
Coastal Carolina C.C.	83.4	3.8	2.0	10.8	972
College of Albemarle	42.9	18.6	29.1	9.4	947
Craven T.I.	88.4	9.2	0.8	1.6	381
Davidson County C.C.	48.7	47.8	3.1	0.4	1,323
Durham T.I.	62.3	24.2	9.4	4.1	1,053
Edgecombe T.I.	92.1	7.9	0.0	0.0	305
Fayetteville T.I.	77.6	16.0	4.5	1.9	1,118
Forsyth T.I.	80.4	15.4	3.3	0.9	1,049
Gaston College	76.6	17.0	4.0	2.3	2,155
Guilford T.I.	82.1	14.3	2.8	0.8	1,768
Halifax County T.I.	79.8	15.3	1.0	3.9	406
Haywood T.I.	67.3	16.9	11.0	4.8	462
Isothermal C.C.	88.6	9.8	1.0	0.6	519
James Sprunt Inst.	82.6	13.9	3.5	0.0	367
Johnston T.I.	64.4	24.7	10.3	0.6	320
Lenoir C.C.	54.9	33.5	10.5	1.1	1,551
Martin T.I.	70.3	26.9	2.8	0.0	286
Mayland T.I.					0
McDowell T.I.	69.6	30.4	0.0	0.0	207
Montgomery T.I.	84.0	15.1	0.9	0.0	106
Nash T.I.	73.5	25.5	0.5	0.5	188
Pamlico T.I.	88.0	10.7	0.0	1.3	75
Piedmont T.I.	64.4	28.2	7.4	0.0	351
Pitt T.I.	67.2	15.3	16.2	1.3	674
Randolph T.I.	64.5	16.5	14.5	4.5	442
Richmond T.I.	54.8	29.1	11.0	5.1	484
Roanoke-Chowan T.I.	58.2	34.1	5.0	2.7	261
Robeson T.I.	94.4	5.6	0.0	0.0	395
Rockingham C.C.	70.9	24.2	0.9	4.0	1,242
Rowan T.I.	61.5	31.0	3.6	3.9	774
Sampson T.I.	95.5	4.5	0.0	0.0	287
Sandhills C.C.	42.2	33.0	23.9	0.9	1,374
Southeastern C.C.	58.7	29.6	6.1	5.6	1,310

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8. GEOGRAPHIC ORIGIN OF STUDENTS—1971 FALL
QUARTER CURRICULUM ENROLLMENT (Continued)

Institution	Home Location of Students in Percent				Number of Students
	County of Institution	Adjacent N. C. Counties	Other N. C. Counties	Other States	
Southwestern T.I.	45.6	48.7	5.4	0.3	296
Stanly T.I.					0
Surry C.C.	70.4	22.7	0.6	6.3	962
T.I. of Alamance	75.0	17.8	5.9	1.3	952
Tri-County T.I.	54.7	23.1	2.8	19.4	355
Vance County T.I.	65.5	33.9	0.6	0.0	171
W.W. Holding T.I.	70.3	18.8	9.9	1.0	846
Wayne C.C.	65.5	18.7	11.9	3.9	1,682
Western Piedmont C.C.	62.9	31.0	5.7	0.4	1,073
Wilkes C.C.	53.4	42.1	2.5	2.0	992
Wilson County T.I.	59.5	29.0	10.9	0.6	597
TOTAL	69.3	21.3	6.7	2.7	45,675



**9. ENROLLMENT BY SEX, RACE,
AND TYPE OF PROGRAM
1971-72**

Instructional Area	Unduplicated Headcount	White	Non White	Male	Female
College Transfer	13,701	88.1%	11.9%	65.1%	34.9%
General Education	11,654	87.4%	12.6%	46.8%	53.2%
Technical	29,142	80.4%	19.6%	58.0%	42.0%
Vocational	17,279	72.3%	27.7%	67.9%	32.1%
Curriculum Subtotal	71,776	81.1%	18.9%	59.9%	40.1%
Adult Education	54,835	58.4%	41.6%	50.0%	50.0%
General Adult Extension	126,219	79.7%	20.3%	26.8%	73.2%
Occupational Extension	150,718	82.0%	18.0%	62.3%	37.7%
Extension Subtotal	315,503	77.7%	22.3%	47.3%	52.7%
TOTAL	387,279	78.3%	21.7%	49.6%	50.4%

1970-71

College Transfer	17,371	91.3%	8.7%	62.9%	37.1%
General Education	1,419	91.3%	8.7%	50.5%	49.5%
Technical	28,953	82.4%	17.6%	59.3%	40.7%
Vocational	15,233	72.8%	27.2%	72.2%	27.8%
Curriculum Subtotal	62,976	82.7%	17.3%	63.2%	36.8%
Adult Education	52,670	60.7%	39.3%	50.5%	49.5%
General Adult Extension	118,265	83.5%	16.5%	33.4%	66.6%
Occupational Extension	124,103	80.3%	19.7%	58.8%	41.2%
Extension Subtotal	295,038	78.1%	21.9%	47.1%	52.9%
TOTAL	358,014	78.9%	21.1%	50.0%	50.0%

1969-70

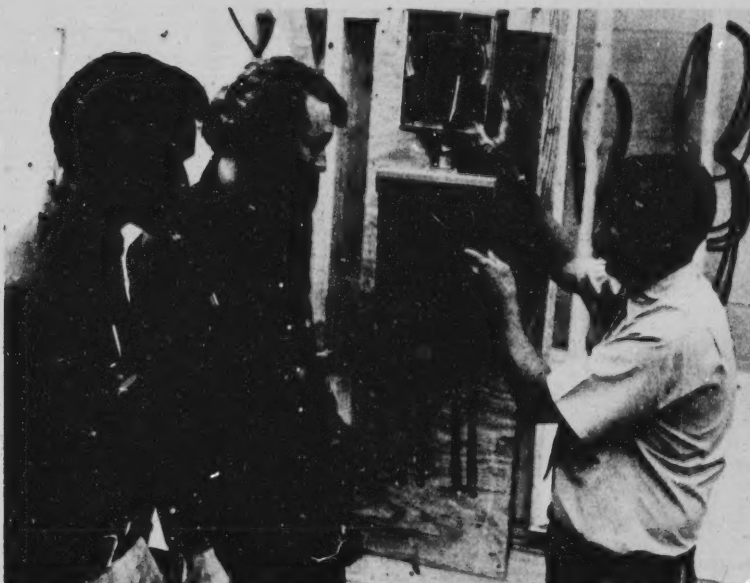
College Transfer	14,889	92.2%	7.8%	64.8%	35.2%
General Education	563	92.1%	7.9%	52.6%	47.4%
Technical	23,651	84.6%	15.4%	59.7%	40.3%
Vocational	12,197	76.2%	23.8%	72.0%	28.0%
Curriculum Subtotal	51,300	84.7%	15.3%	64.0%	36.0%
Adult Education	45,492	55.9%	44.1%	47.1%	52.9%
General Adult Extension	93,427	83.2%	16.8%	30.9%	69.1%
Occupational Extension	103,383	80.6%	19.4%	60.7%	39.3%
Extension Subtotal	242,302	76.0%	24.0%	46.7%	53.3%
TOTAL	293,602	78.1%	21.9%	50.8%	49.2%

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9. ENROLLMENT BY SEX, RACE,
AND TYPE OF PROGRAM (Continued)

1968-69

Instructional Area	Unduplicated Headcount	White	Non White	Male	Female
College Transfer	12,243	93.4%	6.6%	64.0%	36.0%
Technical	19,016	86.4%	13.6%	59.6%	40.4%
Vocational	10,795	76.8%	23.2%	73.6%	26.4%
Curriculum Subtotal	42,054	85.8%	14.2%	64.5%	35.5%
Adult Education	41,270	58.0%	42.0%	44.5%	55.5%
General Adult Extension	71,381	78.1%	21.9%	34.4%	65.6%
Occupational Extension	86,146	79.5%	20.5%	63.9%	36.1%
Extension Subtotal	198,797	73.2%	26.8%	49.5%	50.5%
TOTAL	240,851	76.2%	23.8%	53.1%	46.9%



10. TRANSFER STUDENTS FROM COMMUNITY COLLEGE INSTITUTIONS
TO NORTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES

Institution	Fall 1969			Fall 1970			Fall 1971		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell C.C. & T.I.									
Central Piedmont C.C.	129	12	141	209	12	221	1	4	5
Coastal Carolina C.C.*							224	22	246
College of the Albemarle	61	22	83	48	16	64	12	2	14
Davidson County C.C.	33	25	58	47	36	83	93	13	106
Gaston College	69	21	90	76	20	96	124	42	166
Isothermal C.C.	33	7	40	29	7	36	51	14	65
Lenoir C.C.	56	15	71	79	15	94	80	27	107
Rockingham C.C.	64	14	78	75	14	89	81	9	90
Sandhills C.C.	81	13	94	91	20	111	137	21	158
Southeastern C.C.									
Surry C.C.	59	9	68	87	8	95	140	3	143
Wayne C.C.	34	4	38	50	4	54	37	7	44
Western Piedmont C.C.	5	2	7	14	8	22	27	11	38
Wilkes C.C.	59	13	72	69	14	83	63	11	74
Technical Institutes	41	3	44	71	2	73	78	9	87
	6	4	10	44	15	59	106	59	165
TOTAL	730	164	894	989	193	1,182	1,326	293	1,619

*College transfer programs were initially offered in Fall quarter 1970.

**11. TRANSFER STUDENTS FROM NORTH CAROLINA PUBLIC AND
PRIVATE SENIOR COLLEGES AND UNIVERSITIES TO COMMUNITY COLLEGE INSTITUTIONS**

Institution	Fall 1969			Fall 1970			Fall 1971		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell C.C. & T.I.*	81	57	138	22	3	25	11	9	20
Central Piedmont C.C.				188	98	286	178	65	243
Coastal Carolina C.C.*	8	4	12	16		16	52	8	60
College of the Albemarle	54	63	117	9	7	16	12	3	15
Davidson County C.C.				60	61	121	45	34	79
Gaston College	22	8	30	33	21	54	39	17	56
Isothermal C.C.	13	5	18	12	5	17	11	2	13
Lenoir C.C.	39	16	55	59	29	88	68	16	84
Rockingham C.C.	22	11	33	48	35	83	28	21	49
Sandhills C.C.	25	15	40	20	14	34	33	18	51
Southeastern C.C.	33	21	54	28	7	35	33	17	50
Surry C.C.	10	3	13	19	8	27	18	6	24
Wayne C.C.	26	16	42	20	8	28	79	14	93
Western Piedmont C.C.	28	14	42	24	13	37	20	9	29
Wilkes C.C.	21	2	23	20	1	21	20	10	30
Total	382	235	617	578	310	888	647	249	896
Total Out-of-State Transfers			249			455			445
Grand Total			866			1,343			1,341

*College transfer programs were initially offered in Fall quarter 1970.

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12. GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1963-64—1971-72

Year	Number of Institutions	% *	Institutional Positions	% *	Students	% *	Departmental Positions	% *
1963-64	24	—	520	—	52,870	—	85	—
1964-65	26	8	743	43	79,117	50	97	14
1965-66	31	19	1,132	52	151,200	91	113	16
1966-67	43	39	1,540	36	166,033	10	114	1
1967-68	50	16	2,226	45	189,276	14	125	10
1968-69	50	0	2,671	20	240,851	27	133	6
1969-70	54	8	3,185	19	293,602	22	142	7
1970-71	54	0	3,608	13	358,014	22	151	6
1971-72	56	4	4,363	21	387,279	8	151	0
TOTAL**		133		739		633		78

*Percent growth over previous year.

**1971-72 over 1963-64.



C. STATISTICAL SUMMARY

1. FINANCIAL DATA

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
a. State current expense*	\$10,222,757.30	\$13,932,464.08	\$19,220,192.80	\$25,138,907.57	\$36,251,294.05	\$42,282,848.00	\$53,155,409.50
b. Institutional Receipts	\$1,161,722.21	\$1,658,882.79	\$2,079,627.26	\$2,593,321.86	\$2,974,932.31	\$3,830,983.00	\$4,462,888.00
c. Local current expense	\$1,493,582.18	\$2,122,756.69	\$2,950,628.00	\$3,756,048.00	\$4,789,639.00	\$5,779,730.63	\$6,985,804.00
d. Net state and federal expense (state current expense less institutional receipts and local expense)	\$7,567,452.91	\$10,150,824.60	\$14,189,937.54	\$18,789,537.71	\$28,486,722.74	\$32,672,134.37	\$41,706,717.50

e. Construction costs

	Through June 30, 1972 Dollars	%	f. Equipment Inventory (state funds) through June 30, 1972
(1) Local	48,564,744	51	(1) General \$ 5,989,863
(2) State	12,944,813	14	(2) Adult Education 466,192
(3) Vocational Education	7,143,485	7	(3) College transfer 1,451,245
(4) Other	26,645,613	28	(4) Occupational Education 17,377,133
Total	95,298,655	100	(5) Speciality Education 558,999
			Total \$ 25,843,432

*Includes institutional receipts.

1. FINANCIAL DATA (Continued)

g.	Number and estimated cost of library books (state funds)	Through June 30, 1972	
	(1) Number of books		580,159
	(2) Total estimated cost of books	\$5,511,512.50	
	(3) Books per curriculum FTE students (Average)	10.5	
h. Estimate of State expenditures and budget requests			
	(1) Estimate of State expenditures for 1972-73		
	(a) "A" budget current expense	\$57,575,666	
	(b) Equipment and library books	\$ 3,773,433	
	Total	\$61,349,099	
	(2) Budget requests for the 1973-75 biennium	1973-74	1974-75 Total
	(a) Base budget current expense	\$ 57,706,288	\$ 57,736,247 \$ 115,444,535
	(b) Equipment and library books	\$ 6,098,929	\$ 3,773,433 \$ 9,872,362
	Total	\$ 63,807,217	\$ 61,509,680 \$ 125,316,897

1. FINANCIAL DATA (Continued)

(c) Change budget current expense	\$ 51,047,652	\$ 81,432,822	\$ 132,480,474
(d) Equipment and library books	\$ 62,868,376	\$ 14,799,018	\$ 77,667,394
Total	\$113,916,028	\$ 96,231,840	\$ 210,147,868
(e) Capital Improvement		\$ 58,008,418	

2. ENROLLMENT DATA

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
a. Enrollment growth (FTE)	25,704	28,250	32,756	40,061	47,857	59,329	69,579
b. Enrollment growth (unduplicated headcount)		166,033	189,276	240,851	293,602	358,014	387,279
c. Geographic Origin of students 1971. Fall quarter curriculum enrollment							
(1) Percent of students from county of institutions						69.3	
(2) Percent of students from adjacent counties						21.3	
(3) Percent of students from other N. C. counties						6.7	
(4) Percent of students from other states						2.7	

2. ENROLLMENT DATA (Continued)

d. Enrollment by sex, race and type of program 1970-71 and 1971-72	1971-72	1970-71	1969-70	1968-69
	78.3%	78.9%	78.1%	76.2%
	21.7%	21.1%	21.9%	23.8%
	49.6%	50.0%	50.8%	53.1%
	50.4%	50.0%	49.2%	46.9%
e. Enrollment Projections FTE Unduplicated Headcount	1972-73	1973-74	1974-75	
	84,000	105,000	120,000	
	400,000+			
f. Community College transfers 1970-71 and 1971-72	Fall 1969	Fall 1970	Fall 1971	
	730	989	1,326	
	164	193	293	
	894	1,182	1,619	

2. ENROLLMENT DATA (Continued)

(2) Transfer students from N. C. public and private senior colleges and universities to community college institutions			
(a) Public	382	578	647
(b) Private	235	310	249
Total	617	888	896

3. GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1963-64 THROUGH 1971-72

	1963-64	1971-72	Percent Growth
a. Number of institutions	24	56	133%
b. Institutional Positions	520	4,363	739%
c. Students	52,870	387,279	633%
d. Department Positions	85	151	78%

V. Future Planning

A. ANNUAL PLAN OF WORK FOR FISCAL YEAR 1972-73

The Executive Organization Act of 1971, Section 21, paragraph 5, states: "Each principal department shall submit an annual plan of work to the Governor and the Advisory Budget Commission prior to the beginning of each fiscal year. Each principal department shall submit an annual report covering programs and activities to the Governor and Advisory Budget Commission at the end of each fiscal year. These plans of work and annual reports shall be made available to the General Assembly. These documents will serve as the base for the development of budgets for each principal department of State government to be submitted to the Governor, Advisory Budget Commission, and to the General Assembly for consideration and approval." The first Annual Plan of Work, for Fiscal Year 1972-73, for the Department of Public Education was submitted as three separate plans of work by the Department of Community Colleges, the Department of Public Instruction, and the Controller of the State Board of Education. The plans of work were submitted on August 1, 1972, as requested by the Department of Administration, but they included the entire fiscal year 1972-73. An outline of the Plan of Work for the Department of Community Colleges is presented in the following paragraphs.

1. MISSION STATEMENT

The mission of the North Carolina Community College System is to fill the gap in a broad range of educational opportunities between high school and the senior college and university. In carrying out this mission, the System, composed of a Department of Community Colleges, technical institutes, and community colleges, offers occupational, college transfer, and cultural education and training opportunities from basic education through the two-year college level, at a convenient time and place and at a minimal cost to anyone of suitable age who can learn and whose needs can be met by the institutions within the System.

The mission of the Community College System overlaps missions with other departments and, therefore, are fulfilled in coordination with these departments. These overlapping missions are:

1. Department of Public Instruction in the articulation of occupational education programs.
2. Department of Commerce in the co-administration of the Manpower Development Training Act and in providing safety training for employees under the Rural Electrification Authority.
3. Board of Governors of the University of North Carolina in the transfer of students from the college transfer program to the four-year universities.
4. Department of Natural and Economic Resources in the development of training proposals for new and expanding industry and preparing and administering training programs for employees of the tourist industry.
5. North Carolina Arts Council in the planning and coordination of the Musicians-in-Residence Program.
6. Department of Labor in preparing and administering safety and occupational health programs.
7. Department of Human Resources in preparing and administering nursing, mental health technician, ambulance attendant, and breathalyzer operations programs.
8. Department of State Auditor in assisting institutions in the modernization of their accounting equipment.
9. Department of Administration in preparing and administering fishery training programs in conjunction with the Marine Science Council and with the Divisions of Property Control and Construction and Purchase and Contract in the purchase of equipment and the construction of facilities for the institutions.
10. Department of Social Rehabilitation and Control in preparing and administering training programs for inmates in the correctional system and the youth development system.
11. Governor's Highway Safety Committee in providing training programs for the operation of the electrical speed timing device.
12. Law and Order Committee in providing training programs for law enforcement personnel.

2. FUNDS AVAILABLE FOR FISCAL YEAR 1972-73 See page 79

3. DEPARTMENTAL ACTIVITIES BY AREAS AND BY MAJOR PROGRAMS

This section indicates each of the major programs of the Community College System. They are described briefly on pages 34-65 and listed under the areas that provide coordination for and assistance to the programs.

4. MANAGEMENT OBJECTIVES AT THE DEPARTMENTAL LEVEL AREA

1. Complete pilot studies and procedures for the development of educational program standards.
2. Plan for and execute an increased number of in-depth articulation programs with public education system personnel.
3. Increase programs of orientation and inservice opportunities for institutional personnel.
4. Encourage, coordinate, and assist in the development of short and long-range plans at the local level.
5. Complete the planning research project and distribute to all institutions the manual describing the systems for collecting planning information at the local level.
6. Encourage additional institutions, under the direction of the Department of State Auditor, to procure and use the more modern accounting equipment.
7. Increase assistance to the institutions in the development of new curriculum and extension programs and instructional and audiovisual materials.
8. Assist in organizing advisory committees—representatives of industry, business, organizations, and education for developing and presenting a plan of instruction for each new program offered.
9. Conduct a study to improve the existing management information services and to insure the availability of statistical data requested by the State Board of Education, the Governor, the State Advisory Budget Commission, and federal agencies.

10. Assist in selling the North Carolina industrial training program to potential new industry, and develop training proposals for new or expanded industry in cooperation with the State Department of Commerce.
11. Direct five State institutional evaluation visits; coordinate 13 institutional evaluation visits by the Southern Association of Colleges and Schools; assist nine institutions conducting self-studies.
12. Achieve increased coordination and working arrangements with the staff of the Board of Governors of the University of North Carolina to continue improvements in the Community College System for transfer of students from the college transfer program to the public four-year universities.
13. Implement a plan for institutional budget reviews.

B. LONG-RANGE PLANNING

1. STATUS OF THE PLANNING EFFORT

Part Three of the Community College System Report 1963-70 describes the planning concept and the Statewide long-range plan developed for the 1970-80 decade. The next planning phase involved the use of the Statewide plan to prepare a model long-range plan for an institution. Forsyth Technical Institute was selected and a plan was developed for this institution under a contract with the Research Triangle Institute. The institution model plan was based on the Statewide long-range plan and on the manpower information it contained. The model plan for an institution has been made available to all institutions in the Community College System to assist them in the preparation of their long-range plans.

The Statewide long-range plan and the Forsyth plan are based on the output of institutions rather than on the higher education traditional concept of using only enrollment information. The Statewide plan was based on the output of graduates from the institutions. The work on the Forsyth plan emphasized the fact that proper recognition is not being given to the dropout. A new term was developed for the dropouts, the ELMS or "early leavers with marketable skills." ELMS are people who have improved themselves by

attending an institution. They have learned a degree of skill that will enhance their employability; many later return to complete their education and training. The long-range institutional plan for Forsyth Technical Institute recognized both the graduates and the ELMS as contributors to the labor market.

The Forsyth Technical Institute model long-range plan indicates the number of graduates and ELMS that should be made available each year for employment from the programs offered by the institution. The types and number of skills needed by the economy were taken from the Statewide long-range plan. Somewhere in the State there is a job for each of the specified individuals, graduates, and ELMS; but the actual location of the job is unknown. Is the job in the community served by the institution or is it elsewhere in the Piedmont, or in the eastern or western part of the State? This information gap developed the requirement for a research project, an Occupation Education Information Center, to be established at Forsyth Technical Institute to develop systems or methods for gathering planning information at the local level. The Information Center is a two-year research project with the mission of developing *systems* for collecting information on student aspirations, on the follow-up of students who have left the institution, and on the future availability of jobs in the business and industry located in the community served by the institution. The systems under development consist of two parts: first, a method of making a survey to obtain the information needed for planning purposes; and secondly, a method of packaging or assembling the information gathered by the survey. The packaging of the information is as important as the survey because the information must be assembled into a format that makes it easy to use by planners, administrators, and instructors.

2. OCCUPATIONAL EDUCATION INFORMATION CENTER

The developing information systems are being kept simple. They are only asking for information that is needed for planning purposes and are being developed by using a geographic area composed of Forsyth, Davie, and Stokes counties. These three counties provide a highly industrialized area and a more rural agricultural area. The administrative units have cooperated in developing the system for obtaining

information on secondary school student aspirations. Support of superintendents, or in some cases their assistants, was solicited. The superintendents, in turn, obtained the support of the high school principals for the survey. The Information Center personnel then worked directly with the high school principals.

A student aspiration survey, restricted to the senior classes, was made in September. The survey form was designed to obtain information in three areas structured into the following three questions: (1) What did the student plan to do after graduation? (2) What were the student's aspirations, first, second, and third priority? (3) If the student attended Forsyth Technical Institute, which curriculum would he be interested in studying, first, second, third priority? The curriculums offered at Forsyth Technical Institute were listed on the form. Forms were filled out by seniors during a homeroom period; and after they were all completed, the Information Center personnel collected them from the high schools.

The information contained on the individual forms was packaged with a sheet of paper on top with the student's name, plans, aspirations, and curriculum interests listed. The method of packaging makes the information readily available to the planner.

The system for surveying students who have left the institution consists of two forms. The first form is an exit interview form that each student completes when leaving the institution whether as an ELMS or a graduate. The questions are simple and few in number. The exit interview form provides the information needed to mail the follow-up form 10 to 12 months after the school year has ended. The biggest problem for this system is the completion of the exit interview forms by the early leavers. Many dropouts leave the institution without telling anyone of their intentions and others don't appear when a new quarter starts. This problem will never be completely solved, but methods are being developed that will partially solve it. The development of the system for packaging the information obtained from the survey forms is being developed with the final format being designed to show readily the jobs that both graduates and ELMS take after leaving an institution. Their jobs will be

related to the curriculums they studied. It is believed that graduates of curriculums are qualified to hold a much wider range of jobs than is now recognized.

Surveys of business and industry are available in many different forms, but none are of any particular value to the education long-range planner. The U.S. Department of Labor, recognizing this problem, started a new type of survey during 1971. This Department has indicated that its survey is the first phase of a new occupational employment statistics program designed to meet the need for current data on employment by occupation within various industries. The new occupational statistics program is expected to permit national, State, and local projections for future worker-skill requirements by industry and to identify emerging and disappearing occupations. The survey forms, developed by the research project, are patterned after the Department of Labor forms to provide for an early transition as the new system begins to produce adequate information.

The survey of business and industry was started in March, 1972, with mailings and follow-up since that time. The survey has been limited to companies with 50 or more employees and a sampling telephone survey has been made of the smaller companies. The survey forms request present employment in skill categories that are trained by our institutions and for an estimated employment in five years. The reply has been excellent with 73 percent of the companies responding.

The final planning products will be two published manuals that will be available to all institutions. The first manual will outline the three systems or methods for obtaining planning information at the local level. The manual will tell the institutions how they can survey high school student aspirations; how they can follow-up on students who leave the institution, both ELMS and graduates; and how they can survey business and industry to determine the future availability of jobs. This manual also will include systems or methods for assembling the information obtained from these surveys so it can be used easily by planners, administrators, and teachers. The second manual will be a step by step procedure to be followed for the preparation of institution long-range plans. The plans will utilize the information gained by the institution surveys, made at the local level, to determine what

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programs should be offered, when they should be started, and what and when other programs should be terminated. These institution plans will provide the final solution for the total long-range planning effort.



VI. Institution Reports

ANSON TECHNICAL INSTITUTE

P. O. Box 68

Ansonville, North Carolina 28007

History

The generosity of General William A. Smith in establishing a trust fund for "training youth in the trades and domestic arts by which they may be enabled to earn their own living and become efficient members of our County and Commonwealth" eventually led to the establishment of an Ansonville Unit of the Charlotte Industrial Education Center on November 26, 1962. Authorized by the North Carolina State Department of Public Instruction, the new Ansonville Unit was to use vocational facilities furnished by the Smith Trust, then in use by the Ansonville High School. The Unit immediately initiated programs leading to high school and vocational diplomas.

During the five years between 1962 and 1967, adult education centers opened their doors to the public in Anson, Stanly, and Union Counties, providing both basic and continuing education for adults of these counties.

On December 2, 1967, the State Board of Education, authorized by the North Carolina General Assembly, formally established Anson Technical Institute. The Institute was to operate on a contractual basis with the Anson County Board of Education. Federal, state, county, and Smith Trust funds were to provide the support for the Institute. Regulated by the Department of Community Colleges and governed by a local board of trustees, Anson Technical Institute, as with all other authorized technical institutes and community colleges in the State, was to operate under the open door policy.

Progress and fulfillment of the purposes of the Institute led to the authorization by the North Carolina General Assembly of Anson Technical Institute as a separately chartered institution on July 1, 1971. The Governor appointed four additional trustees to the governing board to comply with the law.

Students

During the 1971-72 school year, students enrolled in General Education courses, Associate Degree programs, and Diploma

programs. Classes were also offered for those desiring Basic Education; for those desiring to earn a high school diploma; for those wishing to learn new skills or upgrade themselves; and for those with special and general interests. Supervisory training was also provided in cooperation with local industry and business. Students needing financial aid received assistance from: (1) Scholarships, (2) short and long term loans, (3) College Work-Study programs, and (4) Educational Opportunity Grants. Students also received benefits from various federal and State programs.

Faculty and Staff

The faculty and staff of ATI have been carefully chosen for their understanding of the special role of the institution. They have demonstrated their ability to work with people, ability in leadership capacities, and personal and professional competence. These personnel participate in professional organizations and attendance at suitable conferences and conventions.

Facilities

The Institute is located on a forty-acre campus at Ansonville. Presently, the administration, classrooms, laboratories, shops, and the college lounge occupy 22,000 square feet. A new building to house the expanding learning resource center, consisting of library and learning laboratory, is under construction. Plans are being made for a new branch operation in Polkton, about seven miles west of Wadesboro on U. S. Highway 74.

Curricula

Programs offered are:

ASSOCIATE IN GENERAL EDUCATION DEGREE PROGRAM

General Education Curriculum with college transfer option

ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS

Accounting	Industrial Management
Business Administration	Legal Secretary
Executive Secretary	Marketing & Retailing
General Office Technology	Medical Secretary

DIPLOMA PROGRAMS

Air Conditioning &
Refrigeration
Automotive Mechanics
Carpentry
Diesel Vehicle Maintenance
Electrical Installation
& Maintenance

Electromechanical
Mechanics
Masonry
Practical Nurse
Education
Welding

CONTINUING EDUCATION AND EXTENSION PROGRAMS

Basic Education (Grades 1-8)
High School Courses
Cultural, Creative & General
Interest Courses
Fire Service Training
Hospitality & Tourism
Education

Learning Laboratory
New Industry Training
Rescue Squad &
Ambulance Training
Management
Development Training

ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE

340 Victoria Road
Asheville, North Carolina 28801

History

The Asheville-Buncombe Industrial Education Center, later to become Asheville-Buncombe Technical Institute, was made possible by a bond election in 1959 designating \$300,000 for site development and construction of buildings. Two modern buildings, providing 30,000 square feet of floor space, were constructed on a 20-acre tract of and on Victoria Road; the first pre-employment classes were started in September, 1961. Before this time, certain classes, largely of a short-term nature, were being conducted in temporary quarters.

Acceptance of the program by industry, trainees, and the general public was outstanding from the outset and a third building was required by the second year of operation. Requirements for additional facilities and land have been great; the present campus is composed of six buildings valued at \$2,614,948 on 28.44 acres.

After the passage of Chapter 115A in 1963, the newly appointed Board of Trustees applied to the State Board of Edu-

cation for conversion of the school to technical institute status. Upon completion of evaluative procedure, final approval was received; and on January 8, 1964 the Asheville-Buncombe Industrial Education Center was officially designated as Asheville-Buncombe Technical Institute.

During its brief history, Asheville-Buncombe Tech has initiated and operated four extension units—at Sylva, Marion, Murphy, and Clyde. By the 1968-69 school year, all of these units had achieved independent status.

Students

Fall quarter 1971-72, ABTI enrolled 1,182 students; approximately 37% had family incomes below \$7,500, yet only 97 of these received financial aid. The students foster their family's strong sense of independence for which mountain people are noted. A high percentage are employed and the reasonable tuition rates enable them to maintain their exceptional sense of dignity.

Faculty and Staff

All 117 full-time employees are committed to making this institution the occupational education link between the individual need and the employment opportunities. Every member of the Institute personnel is concerned with the creation of more and better occupational opportunities for our area.

Curricula

The institution has strong curricula in twenty-one areas and will start two new ones during 1972-73. Since it is unique in the State, the Division of Hospitality Education receives most publicity for its Culinary Technology and Hotel and Restaurant Management courses; however, each division boasts certain features worthy of note and distinctively of A-B Tech. The Division of Allied Health Education is growing most rapidly due to the completion of facilities especially constructed for this instruction. This Division will add Dental Hygiene and Dental Assisting courses this fall.

Twelve of the curricula are also offered in the evening hours. Although the time needed to complete a course is longer, many students are willing to make the sacrifices required to further

their education in this manner. Spring registration 1972 in the evening was 439.

An active program of continuing education is conducted at A-B Tech by a full-time staff of eight. During 1970-71 this Division coordinated 416 classes for 6,936 people.

Asheville-Buncombe Tech is a vital team member to attract new industry or help existing industries with their expansion in the western part of North Carolina. It is our sincere desire to meet the employment needs for certain occupational requirements for business and industry and then establish a source of skills for future requirements.

BEAUFORT COUNTY TECHNICAL INSTITUTE

P. O. Box 1069

Washington, North Carolina 27889

History

The historical beginning of Beaufort County Technical Institute dates from 1949 with the establishment of a Practical Nursing program under the Vocational and Adult Education Department of the Washington High School. This program was discontinued in 1952. In 1962, an Industrial Education Center was established in Beaufort County as a branch of Lenoir County Technical Institute. In October, 1963, the Center became a branch of Pitt Technical Institute. It remained an extension of Pitt Technical Institute until November 28, 1967, when the people of Beaufort County approved a bond issue for the establishment of Beaufort County Technical Institute.

From these modest beginnings, and through the efforts of the county commissioners, the General Assembly of 1967 approved the establishment of a technical institute. Governor Dan K. Moore made the appointments of trustees of the new institution; and at the first meeting of the trustees on February 13, 1968, the name Beaufort County Technical Institute was adopted.

Students

Enrollment continues to grow at the rate of 12-15 percent each year. During the 1970-72 biennium, daytime enrollment averaged approximately 500 per quarter each year, with the largest enrollment and largest growth rate in the technical programs.

Afternoon and evening program enrollment this biennium more than doubled over the previous biennium. Beaufort County Technical Institute serves over 6,000 students in one or more courses each year. This provides an annual average of 1,000 to 1,200 full-time equivalents. The greater emphasis is placed on occupational and up-grading programs.

Student financial aid is of grave importance to students of Beaufort Tech. Approximately 40 percent of the daytime students receive aid in some form. The financial aid program consists of the following: National Defense Education Act Student Loan Fund, Vocational Work Study under the Vocational Act of 1963, Educational Opportunity Grants, Work Study under Title 1, Part C, of the Economic Opportunity Act of 1964, Vocational Rehabilitation Act, Health Professions and Nursing Student Loan, Veterans Assistance, Social Security Benefits, and other scholarship programs.

Faculty and Staff

Approximately 80 full-time members constitute the faculty and staff. This faculty and staff is composed of a group of highly qualified individuals from the vocational, technical and academic fields. Competition is keen in employing the faculty necessary to maintain top quality. Qualifications of the faculty range all the way from PhD's up to 20 or more years of experience in the world of work.

Facilities

Beaufort County Technical Institute is located on a sixty-five acre campus on US 264 five miles east of Washington. The first of twelve proposed buildings is now in use. Construction on a second building is scheduled to begin soon. All administrative offices are housed, and most classes meet, in this building.

Temporary facilities at the Old Fire Station Building on Market Street in Washington house Police Science, Automotive Mechanics, and the Learning Laboratory. The Department of Cosmetology is located on West 5th Street Extension.

To fulfill the needs of students, faculty members and adults, Beaufort Tech has devoted its energies to selecting some 12,000 book materials. Through federal projects, more than \$15,000 worth of various A-V materials for all curriculums have been purchased.

To provide on-campus production of instructional materials, a graduate of the Community College System with an artist and equipment background has been employed. This technician works with two library technicians and a professional in serving the needs of the institution.

Curricula

The curricula at Beaufort Tech consist of seventeen programs:

VOCATIONAL	TECHNICAL
Automotive Mechanics	Accounting
Cosmetology	Business Administration
Medical Laboratory Assistant	Early Childhood Specialist
Nurses' Assistant	Electrical Engineering Technology
Operating Room Assistant	Library Assistant Technology
Practical Nursing	Police Science Technology
Wastewater & Sewage (Treatment Plant Operators)	Registered Nursing
Welding	Secretarial Science—Executive

GENERAL EDUCATION

Freshman Year

BLADEN TECHNICAL INSTITUTE

P. O. Box 128

Dublin, North Carolina 28337

History

Bladen Technical Institute was established in 1967 under the authority of the 1963 General Assembly. Originally, the school was located in a composite of rented and other temporary buildings in or near Elizabethtown. Administrative and learning center activities were placed in the Elizabethtown Baptist Church Education Building, and a machine shop operated near the Greene Brother's Lumber Company. Other shops and laboratories were planned for the old Johnson-Cotton Building south of Elizabethtown on Route 701.

On December 16, 1967, the school formally opened. Administrative, basic education and machine shop activities were located

in the old Johnson-Cotton Company property. Additional space for an MDTA welding course was provided by leasing the Mark's Tractor Company Building next to the Johnson-Cotton Building. Business, secretarial and nursing subjects were begun in the church property.

September 16, 1968, marked the beginning of the first full scale operations with full curriculum programs in cosmetology, executive secretary, business administration, industrial engineering and agricultural engineering technologies, plant maintenance-electro-mechanical, automotive mechanics, and nurses assistant. A complete battery of extension and other part-time adult programs was started to complement the day programs.

Concurrent with home-plan development was the establishment of a series of learning centers in low income areas of the county. These facilities offered programmed and teacher oriented programs in many areas of basic and specialized education. They served the needs of those students who could not attend full-time programs and were unable to commute to and from the principal campus.

With the exception of two mini-laboratories and some extension courses, the entire Bladen Technical Institute program moved to a permanent 20-acre campus near Dublin. In July, 1971, two modern buildings totaling 27,000 square feet were built to house administrative offices, classrooms, laboratories, shops, student lounge and library. Future plans include two more buildings scheduled to be completed within the next two years.

Students

Bladen Technical Institute operates under the open door policy and will admit to some appropriate program all applicants who are high school graduates or who are 18 years old or older. There is financial aid available to assist worthy and needy students who could not otherwise attend the school.

Available to students are current programs in intramural and inter-school athletics, including golf and basketball. In the future, Bladen Tech hopes to have track and field, rifle shooting, and competitive swimming in its sports program. Also available is a recreation program which includes such activities as cook-outs, proms, and athletics.

Individual counseling is another valuable service to the students at Bladen Technical Institute.

Faculty and Staff

Highly trained administrators, counselors and instructors work in up-to-date facilities with modern equipment to provide the optimum in training. A judicious mix of local and non-local people make a combination of the best from all areas of the State and nation.

All personnel have the necessary training in their fields of endeavor. Specialists with extensive experience in welding, automotive maintenance, electricity, health fields, and business are available to provide top level instruction. Visiting faculty are engaged where a phase of instruction does not justify a full-time instructor.

Through a contractual agreement with the University of North Carolina at Wilmington, faculty members from that institution conduct college level courses which are completely transferrable to most of the senior institutions in the State. Two years of college are covered through this method.

Faculty and staff for continuing education are available from industry, business, senior institutions, and the professions to cover the broad areas of vocational, avocational, recreational, and upgrading programs of the school.

Bladen Technical Institute is a small school, community oriented, with a faculty and staff dedicated to the welfare of the individual student. Programs, staff, faculty, and facilities are devoted to service and the welfare of the students. The open door policy is vigorously pressed and maintained so long as students and graduates are available and in need of Bladen Tech.

Facilities

On a 20-acre campus, two modern buildings (27,000 square feet) house administrative offices, classrooms, laboratories, shops, student lounge, and library. A combination shop-classroom building will be completed in mid-1973. Additional facilities are in the advanced planning stages.

Curricula

Agricultural Science and Mechanization, Business Adminis-

tration, Civil Engineering Technology, General Education College Transfer Option, General Office Technology, Health Professional Assistant, Industrial Management, Medical Office Assistant, Secretarial, Equipment and Vehicular Repair, Cosmetology, Industrial Maintenance, Laboratory Assistant, Nursing Assistant, Light Construction, and Welding are the major curriculum areas offered.

BLUE RIDGE TECHNICAL INSTITUTE

**101 N. Church Street
Hendersonville, North Carolina 28739**

History

Authorized as Henderson County Technical Institute by the North Carolina General Assembly on July 21, 1969, Blue Ridge Technical Institute is located in temporary facilities at 101 North Church Street in Hendersonville. In order to acquire a regional designation, the Board of Trustees officially changed the name of the school from Henderson County Technical Institute to Blue Ridge Technical Institute on October 12, 1970.

Dr. William D. Killian took office as the Institute's first President on December 1, 1969; and on September 14, 1970, the Institute opened its doors to 101 full-time curriculum students.

The primary service area of the Blue Ridge Technical Institute includes the counties of Henderson and Transylvania, both situated in the Blue Ridge Mountains of the Southwestern part of the State. In 1970, the population of the two-county area totaled 62,516. Sixty-eight percent, or 42,804, live in Henderson County and thirty-two percent, or 19,712, live in Transylvania County.

Students

Two hundred eleven students enrolled in curriculum programs at Blue Ridge Technical Institute for the 1971-72 school year. One hundred eighty-eight enrollees were residents of Henderson County; 12 were from Transylvania County; three, from Polk County; and eight, from Buncombe County. The beginning class enrollment included both male and female students. One hundred sixteen students received financial aid during the 1971-72 school year. The breakdown on student aid is as follows: 11 local scholarships; 78 Veterans benefits; three Vocational Rehabilitation; 10 Social Security benefits; and 14 Vocational Work-Study.

The average enrollment in curriculum programs at Blue Ridge Technical Institute during Summer, Fall, Winter, and Spring Quarters of the 1971 school year was 209 FTE; and for the 1971-72 school year, continuing education programs showed an average enrollment of 248 FTE.

Faculty and Staff

The Institute employed a total of 31 full-time faculty and staff for the 1971-72 school year.

Facilities

Total temporary space leased by the Institute as of June 1, 1972, consisted of 22,569 square feet. Construction has started on permanent facilities consisting of 44,996 square feet, with completion scheduled for mid-July, 1973.

Curricula

Blue Ridge Technical Institute offered eight full-time curriculum programs during the 1971-72 school year. The areas of study were:

ASSOCIATE DEGREE PROGRAMS: Four programs—Business Administration; Executive Secretarial; General Office Technology; and Mechanical Drafting and Design

VOCATIONAL DIPLOMA PROGRAMS: Four programs—Automotive Mechanics; Electrical Installation and Maintenance; Practical Nursing; and Welding

In addition, 363 classes were held in Occupational Extension, Adult Basic Education, and General Adult Education.

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

**Post Office Box 600
Lenoir, North Carolina 28645**

History

Six months after the passage of the Community College Act, representatives from Caldwell County requested approval from the State Board of Education for the establishment of a community college in the Lenoir area. Tentative approval was given

early in 1964 for a technical institution. By April of that year, the voters of the county, through a local election, had accepted their share of the financial support of such a school and the State Board of Education had given final sanction.

As early as January, 1965, one year after the initial request was made to the State Board, a limited number of credit courses in the business area were being taught. Classes were held in several schools in the vicinity of Lenoir. In September of that year, the Institute assumed the responsibility for a previously organized practical nursing class in Lenoir and one in Banner Elk.

In August, 1966, students in the two nursing classes became the first graduates of the new institution; two weeks later, the school began operation on a full-time basis.

In August, 1967, following the completion of the fourth quarter of operation, the Institute moved to a permanent location in Hudson.

On May 27, 1968, the Board of Trustees of Caldwell Technical Institute requested that the State Board of Education approve the addition of college transfer offerings at the Institute. Board approval was received on June 5, 1969. College transfer courses were offered in the Fall Quarter of 1970.

A referendum seeking approval of the issuance of \$800,000 in bonds by Caldwell County was proposed and voted upon December 7, 1971. The local money was to match a federal grant of \$710,400 under the Appalachian Region Commission program; this referendum was passed by more than a 2 to 1 majority.

Students

The student affairs program promotes the personal development of students, employees, and citizens of the community. It is designed to provide a means of attaining personal maturity; increase interpersonal effectiveness; deepening sensitivity to human needs; helping identify and clarify long-range objectives in education; and assisting everyone interested in their interpretation of educational goals.

Faculty and Staff

Thirty-five full-time faculty members, including four department chairmen, one divisional chairman, and 60 highly qualified

part-time faculty members, constitute the curriculum faculty. Plans have been made to employ one additional division chairman and three full-time faculty members to fill positions required to accommodate the expansion of occupational and transfer education. Part-time faculty serve 3,000 students in continuing education. Academic preparation ranges from eighth grade to MD and Ph.D.

Facilities

The campus of 78 acres has three permanent structures containing about 58,000 square feet of air-conditioned classrooms, shops, laboratories, and administrative offices. A multi-purpose outdoor physical education facility and adequate parking is provided for students and staff.

Plans have been developed to increase the size of the Institute by about 50,000 square feet. Construction is expected to begin in late 1972, with completion date scheduled for fall of 1973. New programs will be possible and expansion of current programs is planned.

Curricula

The Associate in Arts degree is intended for students who are uncertain about their degree objective or who know they are not interested in degree choices requiring heavy study in science and mathematics. The Associate in Science degree is designed for students intending to complete a four-year degree with science and mathematics emphasis. Occupational programs are designed to prepare students for entry into, or advancement in, a specific occupation or cluster of occupations. The Associate in Applied Science degree is awarded for two-year occupational programs. A diploma is awarded for one-year occupational programs.

CAPE FEAR TECHNICAL INSTITUTE

411 N. Front Street

Wilmington, North Carolina 28401

History

The school was established as the Wilmington Industrial Education Center in 1959 under the direction of the late George H. West. It was one of the original industrial education centers and

was operated from 1959 through 1963 by the New Hanover County Board of Education. It became the Cape Fear Technical Institute on July 1, 1964; and since then has been administered by a local Board of Trustees. Following a favorable vote of the citizens of the county on a \$575,000 bond issue to provide a technical institute facility, and a 2¢ tax levy for its support, the State Board of Education authorized \$500,000 in matching funds from the 1963 Vocational Education Act appropriation to be applied toward the facility construction. The Institute continued to operate in the county-owned buildings until new facilities were completed in the summer of 1967.

Students

The number of people served annually by the Institute has risen from approximately 750 during 1967 to more than 10,000 in 1971. Full-time students enrolled in degree and diploma programs totaled 647 in 1971, with all other students enrolled in the various extension, industry training, general adult and basic and secondary education programs. This enrollment indicates the community service Cape Fear Tech is performing through its dedication to the open door policy based on the belief that the school has something to offer at all educational levels, and that through effective guidance from the Institute's counseling staff, a person can find his place in the proper educational program.

The various agencies and organizations offering aid to the Institute's students are: New Hanover Medical Society, East Wilmington Rotary Club, Wilmington Jaycee's, Wilmington's Women in Construction Association, College Foundation, Inc., National Defense Student Loan and Educational Opportunity Grant Program, College Work-Study Program, Vocational Rehabilitation and the G. I. Bill. Various federal agencies also provide financial assistance to occupational education trainees.

The Institute makes every possible effort to assist students and graduates in securing positions in their chosen fields. Although the Institute cannot guarantee placement, contact is maintained with business and industry concerning employment opportunities.

Faculty and Staff

The Institute's working staff has increased in proportion to enrollment growth through the years; and, today, there are

some 360 full-time and part-time administrators, instructors, ship personnel, technicians, librarians, and custodians dedicating their energies to the success of the Institute, its policies and its students.

Facilities

Cape Fear Technical Institute is conveniently located in the heart of Wilmington on North Front Street. The campus extends from Front Street to the deep-water channel of the Cape Fear River and is bordered by Red Cross Street on the North and by Walnut Street on the South. Two paved parking lots are available on campus; public transportation is nearby; and hotels, motels, restaurants, theaters and shops are all within easy walking distance.

The four-story main building holds the administrative offices, library, laboratories, classrooms, student lounge, and part of the shop areas. An additional ship building is located at the water's edge and a pier extends out to the deep-water channel to provide mooring for the Institute's "Fleet" of various sized watercraft, including the 185-foot school ship, the R/V SS Advance II. The buildings are of all-masonry construction and designed especially for trade and technical programs. All classrooms and offices are air-conditioned for year-round comfort.

The shops and laboratory areas were carefully planned to provide large, well-ventilated and industrial-type training facilities. Equipment for all shops, labs, test areas, drafting rooms, and training ships was selected to conform to the current tools and devices of industry. Ample opportunity is provided in all trade and technical curricula for skill-building practice in using modern, industrial, production and testing tools and machines. Specially planned and equipped classrooms are conveniently located for study of the academic related subjects, and a well-stocked technical library is available both day and night for use by faculty, students, and area residents.

The Institute's library learning resources center is located on the second floor of the main building. The center contains a current collection of some 12,000 volumes, subscriptions to over 100 periodicals and newspapers, disc and tape recordings, microfilm, filmstrips, 35mm slides, 8mm film loops, 16mm films, and video tape recordings. Now under construction are facilities for the production and presentation of film and video teaching units, as

well as a complete woodworking shop for use by the faculty for the construction of teaching models. From time to time, traveling exhibits of art and handicraft from the North Carolina Museum of Art, Raleigh, N. C., and the National Gallery of Art, Washington, D. C., as well as workmanship of the Institute's students, are placed on display.

Curricula

Two-year technical degree programs presently offered at the Institute are: Business Administration, Chemical Operations Technology, Drafting and Design Technology, Electronics Technology, General Office Technology, Instrumentation, Marine Laboratory Technology, Marine Technology, Marine Instrumentation, and Secretarial Engineering. One-year Diploma Programs include: Auto Body Repair, Automotive Mechanics, Mechanical Drafting, Heating and Air-Conditioning, Machine Trades, Marine Diesel Mechanics, Operating Room Assistant, Practical Nursing, Radio-TV Servicing and Welding.

Extra-curricular activities at the Institute include basketball, baseball, and golf. The student government is a very active organization and the students publish the school newspaper and annual. Students also conduct a five-minute local radio program twice a week and put on two chess tournaments during the year.

CARTERET TECHNICAL INSTITUTE

P. O. Box 550

Morehead City, North Carolina 28557

History

At a regular meeting of the State Board of Education in July, 1963, the Carteret County Industrial Education Center was authorized to operate as a unit of the Wayne Technical Institute. This authorization included the stipulation that the Center must operate in a proficient manner for a period of two years before it would consider an application for changing its status to that of an independent institution. An allocation of \$49,672 was approved for the operation of the Center, these funds to be administered through the Wayne Technical Institute for the fiscal year 1963-64. Permission was obtained from the Department of Conservation and Development to use the old Armory Building at Camp Glenn in which to conduct classes. This building is presently being used by the Institute.

This Center later evolved into the Carteret Unit of the Wayne Technical Institute. In January, 1968, it was granted equal status with the other technical institutes in the Community College System as the Carteret Technical Institute, to be operated under a contract between the institution and the Carteret County Board of Education.

A \$500,000 bond issue was passed in November of 1968, thus insuring the Institute the status of a charter institution operating directly under the Department of Community Colleges and a twelve-member Board of Trustees.

Students

In 1970-71, there were 675 curriculum and 1,748 extension students. During the 1971-72 school year, there were 696 curriculum and 1,933 extension students. Carteret Tech has a variety of student financial aid. Anyone who qualifies can obtain college and vocational work-study aid. Also, Educational Opportunity Grants and some private foundation and public loan monies are available to students.

Faculty and Staff

The faculty and staff has increased steadily over the years. At the present time, the Institute employs forty-four full-time and nine part-time staff and faculty.

Curricula

The curricula consist of courses in Auto-Diesel Mechanics, Welding, Business Administration, Executive Secretary, Small Engine Repair, Practical Nursing, Nurse Assistant, Cosmetology, and Radiologic Technology. In addition to the curriculum programs, there are normally 50 to 60 extension courses, covering a great variety of subjects and designed to meet the needs of the citizens being taught throughout the county.

CATAWBA VALLEY TECHNICAL INSTITUTE **Hickory, North Carolina 28601**

History

Ground was broken for Catawba Valley Technical Institute in the fall of 1959 and construction was completed on the 40,000

square foot building in August, 1960. The ultra-modern building, one of the most efficient and complete in the State, represents an initial investment of approximately \$500,000.

The institution, which began operation in 1960 as the Catawba County Industrial Education Center; was elevated to the present status of technical institute by the State Board of Education in January, 1964. Following the transition from an industrial education center to a technical institute, the philosophy of the Institute also experienced an important and rapid transition encompassing the open door policy and emphasis upon a quality, comprehensive educational program for every citizen of the area. It was during this transition that the Institute experienced great strides in the development of programs for industry preparation, student enrollment, and general acceptance of the Institute by the Catawba Valley Area. In August, 1964, the new Institute, CVTI, offered its first Associate Degree in Applied Science.

Catawba Valley Technical Institute, located on highway 64-70 on 47 acres of land near Hickory, is a charter member of the Community College System. The institution has approximately 110,000 square feet of physical facilities.

The purpose of the institution received sound backing from a group of local citizens who had the foresight to understand and foresee the need of trained people in the fields of vocational and technical education.

Great emphasis is placed upon being a people's institution and a close-knit and informal relationship exists between the students and the staff.

Students

The total registration for 1970-71 was 18,571. Of these, 1,194 were technical, 284 vocational, and 17,093 continuing education students. Thus far in 1971-72, the total registration numbers 26,184 (+33%) with 1,318 technical, 236 vocational, and 24,630 continuing education enrollees.

Approximately 60 percent of the total registrants are female. In curriculum programs, however, males outnumber females two to one. Significant, too, is the more than 12,590 increase in veterans enrolled who constitute more than 25 percent of the curriculum enrollment. Financial aid has been increased from \$13,500 to more than \$28,500 since 1970-71.

Follow-up studies show over 80 percent of CVTI graduates remain in the area with over 84 percent obtaining jobs related to their training.

Faculty and Staff

The faculty and staff of Catawba Valley Technical Institute represent a broad spectrum of industrial and business experience and educational preparation. Emphasis is placed on the effective application of this background to a student-oriented environment for learning.

Fifty-five full-time and twenty-seven part-time persons comprise the teaching faculty for the degree and diploma programs, while an additional 150 to 200 persons are employed each quarter to teach in continuing education courses. Thirty-eight administrators, counselors, auxiliary personnel, and non-professional employees make up the remainder of the total staff. As reflected in the low rate of employee turnover, the entire staff works in a harmonious atmosphere.

Curricula

Catawba Valley Technical Institute, dedicated to serving the people of the Catawba Valley area, as its main purpose implements a full complement of 25 technical and vocational curriculums. Its secondary purpose is to provide a wide range of numerous upgrading and avocational courses through its Continuing Education Division.

The institution is committed to offering the residents of the Catawba Valley area a quality education program consistent with community needs and desires. A wide variety of educational opportunities exist, ranging from highly technical career training programs to avocational adult courses.

Eighteen Associate Degree curricula and seven Diploma/Certificate curricula are offered to prepare persons for employment, while numerous non-credit courses are scheduled to upgrade persons already employed. The comprehensive instructional program and open-door admissions policy stimulate a healthy learning atmosphere.

CVTI operates a unique program that is directly associated with the furniture industry. This particular program trains furniture employees in many different levels and capacities in a

new 17,000 square foot miniature furniture factory. The uniqueness, style and laboratory with which the Furniture Training Division Program is administered and implemented is the most unusual and direct training facility to be found anywhere in the southeastern part of the United States.

CENTRAL CAROLINA TECHNICAL INSTITUTE

Route 2, Box 55

Sanford, North Carolina 27330

History

A survey to study the feasibility of establishing an Industrial Education Center in Lee County was completed in March of 1958. The results of this survey, along with completed application forms, were then transmitted to the State Director of Vocational Education, State Department of Public Instruction.

The 1959 General Assembly of North Carolina appropriated funds to establish 18 Industrial Education Centers throughout the State. Lee County was one of these 18 centers. The site and original finances for this Center were secured in 1960. The first facility construction began in the late fall of 1961. William A. Martin was employed as the Director of the Center.

The Center began operation under the supervision of the Lee County Board of Education and continued under its administration until 1963, when the institution became a part of the Community College System. At this time, a Board of Trustees consisting of eight members was appointed, four by the board county commissioners and two each by local boards of education. General supervision of all such institutions became the responsibility of the State Board of Education.

Upon recommendation of the State Board, the Governor and the Advisory Budget Commission approved a change from industrial education center to technical institute status in October of 1965. Two months later, the Board of Trustees changed the name of the institution from the Lee County Industrial Education Center to Central Carolina Technical Institute. In compliance with the law, four additional Trustee members were appointed by Governor Dan Moore.

In the spring of 1969, William A. Martin resigned as Director. Dr. J. F. Hockaday, Superintendent of the Sanford City Schools,

was employed to succeed him as president of the Institute in August, 1969.

Students

Central Carolina Technical Institute has enjoyed a steady, healthy growth for the past five years. In 1967-68, 223 students were enrolled. The enrollment for the 1971-72 fall quarter was 680, with 128 in vocational courses, 36 nursing, 162 technical, 298 business-secretarial and 56 in general education and/or college transfer. These 680 students were composed of 323 male, 357 female; 545 white, 135 non-white; 631 N. C. residents and 49 out-of-State. In 1971-72, \$736.00 in scholarships, \$2,495.00 in LEEP, \$27,000.00 in work-study, and \$6,720.00 in Educational Opportunity Grant Funds were awarded to these 680 students.

Faculty and Staff

The faculty and staff is composed of 83 full-time employees; 11 administrators; 35 faculty members; 14 clerical assistants; 10 persons in student personnel, library, and learning laboratory; and 13 persons in all other supportive positions.

Facilities

Central Carolina Technical Institute is located on approximately 32 acres of land. The facility is housed in five buildings and plans are made to open construction bids on a sixth classroom building. The main building, consisting of 35,292 square feet, contains administrative offices, student store, classrooms, and laboratories. The Science Building which contains 11,338 square feet includes space for drafting, physics, biology and chemistry lab, and the Veterinary Medical Technology Program. The Mechanical Building which contains 8,340 square feet houses the Industrial Maintenance Program and two labs for Automotive Mechanics. The Learning Resource Center contains a Learning Laboratory and a library consisting of 9,276 square feet. The Telephony Building has 2,915 square feet. The new classroom building will have 6,208 square feet, thus making a total of 73,369 square feet all on ground level.

Curricula

There is a strong feeling among the Trustees and Administrative Staff that curriculum programs should be kept in step with

local business and industry needs, offering students better job placement after graduation. A student may select from 19 curriculum programs, which cover agriculture, automotive, business and secretarial, drafting, electronics, general education and/or Campbell College transfer, industrial maintenance, machinist, toolmaker, masonry, nursing, police science, radio-television repair and broadcasting, telephony, veterinary, and welding. The extension courses cover a wide area with 75 percent being vocational and 25 percent avocational. Over 1,200 people have been served in occupational health and safety courses in Lee, Chatham, and Harnett counties.

CENTRAL PIEDMONT COMMUNITY COLLEGE

P. O. Box 4009

Charlotte, North Carolina 28204

History

In 1963, the General Assembly authorized a System of Community Colleges to be established throughout the State in areas where the need was sufficiently documented. Central Piedmont Community College was established as a part of this system in July of that year. The first programs offered involved curricula in occupationally-oriented areas. The first liberal arts curricula were offered in September, 1964.

The campus covers about three square blocks in the heart of downtown Charlotte. This urban setting in a burgeoning commercial section, close to the population center and on major public transportation routes, helps explain the college's enrollment growth.

Students

Central Piedmont's first fall quarter enrollment of 1,619 students was housed in Charlotte's abandoned Central High School. Today's (1971) fall quarter enrollment of over 14,000 students reflects the area's response to the College's constant efforts to meet local educational needs.

Almost 80 percent of the student body enroll in the occupational preparation, vocational up-grading and up-dating programs and developmental classes; only about 20 percent are in the Transfer College Program. This enrollment breakdown reflects the College's focus on responding to Charlotte's vocational

needs as well as fulfilling student demands for skills leading to gainful employment.

Central Piedmont utilizes all federal general student aid programs as well as loans and assistance available to students in special curriculum categories, such as health careers, police science, etc. Another source of student financial help can be seen in the fact that nearly 100 scholarships were made available for deserving students by individuals, civic groups, and business concerns throughout the region. Local employers also pay the tuition for hundreds of their employees who wish to attend classes at the College.

Faculty and Staff

The Central Piedmont faculty and staff reflect a wide range of backgrounds and work experience from almost every region of the United States. Full-time instructors presently number more than 330, and more than 400 part-time faculty are employed. This teaching staff, together with a support group of counselors, librarians, administrators, clerks and other personnel, raise the number of employees to nearly 900. Such a total reflects not only Central Piedmont's wide scope of educational services, but also its economic impact as one of the areas major employers.

Facilities

Since the College's birth only ten years ago, a major transformation has occurred in and around "Old Central" High School. A nearly ten-fold enrollment growth has led to the acquisition and renovation of several nearby buildings and the construction of four major new facilities. Two bond issues for \$7.5 million approved by the Charlotte-Mecklenburg voters plus almost \$4 million of federal money and \$1 2 million from the State have provided financing for Central Piedmont's functional urban campus.

A four-story learning resources center, two three-story classroom buildings, and a five-story counseling and administration building provide the heart of this centrally located urban educational institution. During the summer of 1972, construction began on the long planned five-story Career Education Building which will house most of the health related programs.

Curricula

Charlotte's educational needs are constantly changing and Central Piedmont Community College's varied curricula reflect this shifting demand. Each year an Advancement Studies Program offers hundreds of students an opportunity to strengthen their background in communications and mathematics in order to begin regular program courses. A wide range of management, banking, real estate, investment, and business classes comprise just a part of the offerings serving Charlotte's large and diversified commercial community. The College's Child Care Training Center provides clinical experiences for many health related courses. The College pioneered in the development of the first Associate Degree nursing, police science, dental hygiene, and physical therapy assistant programs in North Carolina. Over 2,000 students in adult education centers throughout Mecklenburg and Union counties receive basic literacy and high school level instruction to up-grade their job and training potential.

CLEVELAND COUNTY TECHNICAL INSTITUTE

137 S. Post Road

Shelby, North Carolina 28150

History

Cleveland County Technical Institute is located at 137 South Post Road, Shelby, on a campus which was formerly the county home for the aged. The Institute began operation July 1, 1965, as Cleveland Unit of Gaston College. Two buildings in downtown Shelby were rented by the county commissioners as the first site for the institution. James B. Petty was named Director of the Unit in July, 1965, and has remained as President of the Institute.

On October 2, 1967, a local Board of Trustees was officially appointed and the Extension Unit became Cleveland County Technical Institute. In July, 1969, the Institute moved to the present campus on Post Road.

In the fall of 1971, the county commissioners officially designated capital outlay funds of \$500,000 for new construction on the campus. The State Board of Education allotted \$495,000 in matching funds for construction. Architects were employed in December, 1971, to design a long-range campus plan and a building program for immediate needs. Construction on the first phase of the long-range plan should begin in early 1973.

In March, 1972, Cleveland County Technical Institute was officially designated a corresponding member of the Southern Association of Schools and Colleges. Work is underway to fulfill all requirements for regional accreditation.

Students

The 1971-72 school year began with a curriculum enrollment of 430 full-time equivalent students and a total enrollment in all programs of 687 full-time equivalent students.

Student financial aid is offered on a limited basis through a few scholarships provided for Practical Nursing students by the Nurses's Auxiliary of Cleveland Memorial Hospital, College Work-Study funds, and Vocational Work-Study funds.

Faculty and Staff

Cleveland County Technical Institute employs 15 full-time and 17 part-time faculty members. All are well qualified vocational instructors and have had training in their particular field and several years of on-the-job experience; each technical instructor either has a Master's degree or is working on one. All related subjects instructors have M.A. degrees.

Facilities

At present, the institution has 11 buildings which include classrooms, shops, bookstore and student lounge, and administrative offices, with a floor space of approximately 28,240 sq. ft. Funds for a \$995,000 building program has been approved, and plans are being prepared for construction in the near future.

Curricula

Cleveland County Technical Institute is approved to offer the following Applied Science degree programs: Accounting, Business Administration, Electronics, Engineering Technology, Executive Secretary, General Office Technology, Industrial Management Technology, and Medical Secretary Technology.

The following Diploma programs are offered: Auto Body Repair, Auto Mechanics, Electrical Installation and Maintenance, Mechanical Drafting, Masonry Trade, Practical Nursing Education, Radio and TV Servicing, and Welding Trade.

Continuing education classes conducted by Cleveland County Technical Institute are both vocational and avocational in nature. The classes, varying in length, are offered both day and evening by qualified instructors to meet the various needs of adults 18 years of age or older. At the present time, this department is reaching approximately 300 full-time equivalent students each quarter. In addition to occupational and general adult extension programs, other classes are offered in Management Development Programs, New Industry Training, Adult Basic Education, and Adult High School programs.

COASTAL CAROLINA COMMUNITY COLLEGE
222 Georgetown Road
Jacksonville, North Carolina 28540

History

In the fall of 1963, the Onslow County Board of Education and the Superintendent of Schools asked the Onslow County Commissioners to purchase 40 acres of property on U. S. Highway 17 for the establishment of an Industrial Education Center or a unit of the Lenoir County Technical Institute.

An appropriation was made by the 1965 General Assembly to establish a separate institution for Onslow County, and approval was given by the State Board of Education for the establishment of Onslow County Industrial Education Center on July 1, 1965.

The people of Onslow County voted a percentage of the county tax dollar which was earmarked for local educational support. The Board of Trustees, realizing that a technical institute could more adequately provide the vocational education opportunities for the area, requested that the State Board of Education grant technical institute status to the Center. And so, Onslow Industrial Education Center became Onslow Technical Institute on May 4, 1967. Onslow Technical Institute was granted community college status July 1, 1970, and became Coastal Carolina Community College.

Students

Students at Coastal Carolina are involved in such extra-curricula activities as intramural sports, student publications, stu-

dent government, and various social and professional clubs. Many students have participated in civic projects and voter registration drives.

The financial aids program makes aid available to students through such things as the National Defense Student Loan, Educational Opportunity Grants, College Foundation Loans, College Work-Study, and numerous local scholarships and loans.

Students are encouraged to avail themselves of the placement services of the College, and a staff of qualified counselors are available to assist students during their stay at Coastal Carolina.

Facilities

Coastal Carolina Community College is located on a 50-acre campus at 222 Georgetown Road just outside the Jacksonville city limits. In addition to the four existing buildings, the College has developed long-range plans to establish a new 75-acre campus on Western Boulevard. Construction is underway on a modern classroom building at this location.

Curricula

ASSOCIATE IN ARTS DEGREE

College Transfer Division:

Liberal Arts

Pre-Business

Administration

Pre-Teaching

(Elementary)

Pre-Teaching (Secondary)

Pre-Business Education

Pre-Law

General Education

Pre-Science

ASSOCIATE IN APPLIED SCIENCE DEGREE

Occupational Division:

Architectural Technology

Business Administration

Civil Engineering

Technology

(Surveying)

Dental Hygiene

Electronic Data Processing

(Business)

Executive Secretary

Legal Secretary

Medical Secretary

DIPLOMA PROGRAMS—OCCUPATIONAL DIVISION

Air Conditioning and
Refrigeration
Architectural Drafting
Auto Body Repair
Automotive Mechanics
Dental Assistant

Electrical Installation and
Repair
Masonry
Practical Nursing
Radio and Television
Servicing
Welding

DEVELOPMENT STUDIES

Developmental Business

CERTIFICATE PROGRAMS

Continuing Education Division:

Adult Basic Education
Community Services
Special Education

Industrial Services
General Adult Education

COLLEGE OF THE ALBEMARLE Elizabeth City, North Carolina 27909

History

College of The Albemarle, located in Elizabeth City, North Carolina, is an accredited two-year comprehensive community college whose primary service area consists of seven counties—Pasquotank (home county), Camden, Chowan, Currituck, Dare, Gates, and Perquimans.

A charter, authorizing the establishment of the institution, was issued in December, 1960. The College opened its doors to the first freshman class of 182 students in September, 1961. The first graduating class, composed of 28 students, received their degrees May 31, 1963.

When the 1963 General Assembly enacted legislation authorizing the establishment of comprehensive community colleges, College of The Albemarle became the first community college in the Community College System.

Students

College of The Albemarle students reflect the Albemarle Region in their diversity. They are rich and poor, black and

white, young and old, academically gifted and deprived. They come from the towns and farms, from the beaches and the swamps. They come seeking an education, and they find opportunity.

Two major barriers to this opportunity are finances and transportation. With a per capita income 36 percent below the State average and 61 percent below the national average, many potential students are unable to set aside even modest amounts for tuition and fees from their meager resources. For this reason, student financial aid has been a major concern of the College. Nearly \$140,000 has been earmarked for student aid for the 1972-73 academic year. With an anticipated enrollment of about 1,000 curriculum students, a determined effort will be made to see that no deserving student is denied an educational opportunity because of a lack of finances.

Most students come from the seven-county primary service area. This area, with a total population of less than 75,000 people, has a low population density and thus long distances for commuting students to travel each day. Private and personal transportation is not available to many of the deprived persons who need and seek an education at College of The Albemarle. To help overcome this barrier, the College has secured three school buses for students who can get to the bus routes to ride at no cost.

Faculty and Staff

An experienced faculty concerned with student needs and aspirations helps structure learning experiences for COA students. A determined effort is being made to move toward individualized instruction, with emphasis on quality and accountability. Follow-up studies indicate that transfer students are successful in advanced study at senior colleges and universities. Occupational graduates find attractive jobs in business and industry and make rapid advancement in their chosen field of endeavor.

Facilities

College of The Albemarle has outgrown its original campus which appeared adequate for many years when the College was organized. The first building on an entirely new campus has been completed. For the present, college transfer programs will occupy the original campus while occupational programs will be

on the new campus. As soon as funds can be secured, Phase II of the new campus development will be constructed and all activities will be moved to the new campus.

Curricula

A wide variety of curricular programs has been developed at COA. A two-year liberal arts college transfer program has been in existence since the College began in 1961. In recent years one and two-year occupational programs have been added to serve student needs and aspirations as well as to meet the demand for skilled craftsmen and qualified technicians from business and industry.

A student may complete the first two years of almost any baccalaureate degree program or he may choose to earn an Associate degree in drafting, electronics, nursing, or business. Vocational programs may be completed in one year in cosmetology, practical nursing, machinist trade, automotive mechanics, or farm machinery mechanics. Short term occupational classes, upgrading, general adult, and a wide range of evening programs are offered.

Extra-curricular activities include extensive intra-mural athletic activities, a wide variety of music, art and drama events, and a number of active student clubs and organizations.

CRAVEN TECHNICAL INSTITUTE

P. O. Box 885

New Bern, North Carolina 28560

History

Craven Technical Institute at New Bern was created by the 1965 General Assembly. It began operation July 1, 1965, as Craven County Industrial Education Center, a unit of Lenoir Community College. It became independent in 1967, the same year a \$500,000 bond issue for construction/equipment and a tax levy of up to \$.10 per \$100 property evaluation were approved by county voters. On January 13, 1970, the Board of Trustees approved Craven Technical Institute as the official name of the school. The institution operated in four temporary locations in the county until the spring of 1971, when the first classes were held on the new 100-acre campus just outside the city limits on Racetrack Road. All regular curricula are located on the present campus except Cosmetology (modern quarters on Trent Boule-

vard) and a branch of the learning lab in Havelock (Havelock High School). In the fall of 1971, CTI received accreditation by the Southern Association of Colleges and Schools. In the spring of 1972, the State Board of Education approved CTI for community college status. Final approval by other State agencies is now pending.

Students

The Student Personnel Department provides student services in the areas of admissions, registration and records, guidance and counseling, placement testing, orientation, financial aid, job placement, student activities, graduation, and follow-up. Other areas of responsibility include public relations and recruitment. The staff consists of the Dean of Students and three counselors, one of whom, employed in January, 1972, works primarily in the area of recruitment. Another counselor is primarily concerned with financial aid; and the third, with registration and records. All counselors and the Dean provide counseling services ranging from pre-admissions to personal-social and career and educational counseling.

A slide presentation depicting the curricula and objectives of Craven Technical Institute, developed by the Student Personnel Department, has been used extensively in area high schools and with civic and service organizations.

Job placement services have been re-organized and expanded during the year. Approximately 95 percent of graduates seeking employment—and many nongraduates—have found satisfactory employment.

During the fall quarter, a Student Government Association was organized and became active in Institute affairs. Its president served on the Board of Trustees (as a non-voting member), and others have served on various Institute committees. The SGA sponsored numerous extra-curricular activities, including a Student Voter Registration Day on campus and various social events. It has also purchased assorted athletic equipment for various sports. The basketball team participated in the city industrial league.

In the area of financial aid, ten students received scholarships amounting to \$672 from nine local civic and service organizations. Fifteen students received National Defense Student Loans

amounting to \$2,300. Eight students received loans from the College Foundation, Inc., amounting to \$3,900. Nine students were awarded \$1,800 in Educational Opportunity Grants. Fifty-three students were employed part-time under the Federal College Work-Study Program and earned a total of \$10,486. The students' work was supervised by members of the Institute's staff. Five students participated in the full-time summer off-campus Federal Work-Study Program. These students earned \$3,018.

Facilities

Craven Technical Institute has a campus area of 100 acres. The Classroom and Administration Building was constructed in 1971 at a cost of \$642,000 and has a gross area of 30,532 square feet. The Shop and Laboratory Building was constructed in 1971 at a cost of \$244,000 and has a gross area of 11,535 square feet. The School of Cosmetology Building was constructed in 1969 with gross area of 3,500 square feet leased by the Institute.

Curricula

Associate Degree Programs: Accounting, Business Administration, General Education College Transfer Option, General Education, Human Service Occupation Option, General Office Technology, Executive Secretary, Legal Secretary, Medical Secretary, Teacher Aide. *Vocational Programs:* Automotive Mechanics, Cosmetology, Drafting Mechanical, Machinist Trade, Metal Fabrication, Practical Nursing, Welding. *Developmental Studies.*

DAVIDSON COUNTY COMMUNITY COLLEGE

P. O. Box 1287

Lexington, North Carolina 27292

History

Davidson County Industrial Education Center was approved April 3, 1958, under the Community College Act of 1957. By 1960, discussion had reached the planning stage. The Chambers of Commerce of both Lexington and Thomasville, along with civic leaders, pledged \$150,000 toward construction costs for the proposed Center. On April 6, 1960, the Davidson County Commissioners made provisions to secure an additional amount of

\$300,000 for land and plant facilities. A 22-acre site, halfway between Lexington and Thomasville, was purchased in late 1961. William T. Sinclair was appointed director of the Center. Two years later, on August 5, 1963, the new Center opened its doors to the first students.

The untiring efforts of the leaders of the community resulted in the approval of a tax levy to support the institution as a comprehensive community college. On February 4, 1965, under Chapter 115A, General Statutes of North Carolina, the institution was chartered as Davidson County Community College. Dr. Grady E. Love was appointed president of the newly chartered college.

The College is governed by a twelve-member Board of Trustees from Davidson County and the Department of Community Colleges. The College is accredited by the Southern Association of Colleges and Schools and the American Association of Junior Colleges.

Students

The College operates on the quarter system, with over 1,400 students enrolled. An additional 3,000 persons are enrolled in general adult and extension classes. Instruction in the various programs runs from 8:00 a.m. to 10:00 p.m.

Some 148 scholarships were available to Davidson County Community College students during the year. Loans, grants and other forms of assistance brought the total number of students receiving financial assistance to 457, a total value of \$97,541.88.

All students commute and 95 percent live within a distance of 35 miles from the College. One-third of the students are female, 6 percent non-white, and one-half of the college population is composed of students pursuing degrees and diplomas in occupational programs.

The students vary greatly in interests, aptitudes, talents, needs, and goals; therefore, throughout the development of the College, educational programs and student services have been expanded, within the scope of resources, to meet the needs of as many individual students as possible.

Faculty and Staff

The College employs a full-time faculty and staff of 107 and a part-time faculty of more than 125.

Facilities

The 80-acre campus represents a total investment of more than \$2 3/4 million. The passage of a \$1,000,000 bond issue, plus use of other local funds, is making possible much needed expanded vocational education facilities. A multipurpose room will make it possible for groups up to 500 to assemble for a variety of uses. Plans are underway for expanded adult education facilities and quarters to house nursing education, business administration, and the recently federally funded Piedmont Law Enforcement Academy. (The grant amounted to \$135,000.) Construction for a maintenance building is scheduled to start during the summer and plans are on the drawing board for a new library facility to house the better than 25,000 volumes and other adjuncts of the learning resources center.

Curricula

As a result of gaining community college status, it was necessary to revise the original purposes of the institution and to broaden the scope of its program offerings. Technical and vocational curricula of greater breadth were instituted and a college transfer program developed to meet the needs of those students planning to transfer to four-year institutions.

DURHAM TECHNICAL INSTITUTE

P. O. Drawer 11307

Durham, North Carolina 27703

History

Durham Technical Institute, located on Lawson Street in the southeastern sector of Durham, began in the late 1940's when a program of Practical Nurse Education (which has been in continuous operation) was established by the Department of Vocational and Adult Education, Durham City Schools. From that time forward, there has been continuous growth with new programs, both academic and occupational, designed especially for persons beyond high school age who wish to continue their education.

With the action of the 1957 General Assembly establishing Industrial Education Centers, these adult programs were transferred to the existing location in 1961. The Durham Center was chartered in 1958; and in 1965, it became the Durham Technical

Institute and awarded the first Associate in Applied Science degrees to its graduates.

Students

With the continual increase in a student body of which a majority come from the low socio-economic population, it is necessary that constant effort be put forth for student financial aid. During the 1970-1971 school year, 482 students or 52 percent of the full-time enrollment received financial assistance. During this period, approximately 144 students received \$57,000 from programs which originated at the Institute. Community financial aid agencies assisted approximately 338 students. Fifty percent of the student body was employed, either part-time or full-time, in outside endeavors to earn additional funds.

In the 1971-1972 school year, approximately 481 or 40 percent of the full-time students received some form of financial assistance. Institute financial aid sources assisted 112 students in the amount of \$64,000. Approximately 369 students received assistance from community financial aid agencies. Fifty percent of the students indicated either full-time or part-time employment while attending school.

Institutional aid programs include College Foundation loans, College and Vocational Work-Study, Educational Opportunity Grants, and the Law Enforcement Education Program. Non-institutional financial aid sources include Vocational Rehabilitation, Work Incentive Program, Veterans Administration, Social Security Administration, Paths for Employee Progress, and various other scholarship and assistance programs.

Student activities include: Basketball, dances, intramural athletic activities, and expenses of student officers to state and regional meetings. The budget for fiscal year 1970-71 was \$5,245.71; for fiscal year 1971-72, \$8,805.12. The operation is solvent as evidenced by a cash balance of \$7,627.48 at the end of fiscal year 1971-72.

Placement of graduates over the two-year period has been excellent. Between 75-80 percent of the 1970-71 graduates were placed before graduation. There are an increasing number of graduates continuing their education in senior institutions. Employment was even higher in 1971-72, in excess of 85 percent of the 71-72 graduates. Twelve of the 1971-72 graduates indicated

plans to transfer to senior institutions, primarily North Carolina Central University and the University of North Carolina at Charlotte. Of those who are employed, over 95 percent entered positions commensurate with their educational objective.

Faculty and Staff

Fifty-nine full-time faculty members comprise the curriculum division. This number includes 14 nursing education faculty, seven allied health instructors, ten general education instructors, and seven engineering and industrial education instructors.

In addition, four multi-media specialists in the areas of adult education, mathematics, and communication skills are employed.

Facilities

From the very outset, growth of the Institute has been steady and continuous. As mandated, the curriculum is ever expanding and changing to meet the employment needs of the community and area. It has been necessary to expand the facilities on three occasions during the past eleven years. Today, there is 72,622 square feet of floor space, representing a total capital investment of \$962,335.14 and a total capital outlay of \$639,854.35 for equipment. A renovation and addition of 4,000 square feet of floor space at an estimated cost of \$300,000 is now underway. It is anticipated that this will be completed by the summer of 1973.

Curricula

The Practical Nursing Education Program is the largest program in the State. A new class of forty students enter each quarter and a class graduates each quarter. Affiliation is with the Duke University Medical Center.

Other unique State health programs common only to Durham Technical Institute includes: a two-year Opticianry Program for training of opticians and related optical fields; Inhalation Therapy for the training of technicians in the field of cardio-pulmonary disorders; and Dental Laboratory Technology for the training of technicians to fabricate prosthetic appliances.

Other programs include Business Administration, Accounting, Secretarial Science, General Office Technology, Data Processing, Police and Fire Science, Automotive Technology,

Automotive Mechanics, Electronic Engineering, Architectural Drafting, and Library Technology.

Durham Technical Institute is a member in full standing of the Southern Association of Colleges and Schools, and is a member of the North Carolina Association of Colleges and Universities.

EDGECOMBE TECHNICAL INSTITUTE

P. O. Box 550

Tarboro, North Carolina 27886

History

Approximately seven years ago a group of interested citizens of Edgecombe County met with the President of Wilson County Technical Institute to discuss the possibility of a technical institute unit in Edgecombe County. From this meeting evolved the beginning of adult and technical education in Edgecombe County. In 1966, another meeting was held with Dr. I. E. Ready, State Director of the Department of Community Colleges, and representatives from Nash and Edgecombe Counties to discuss the possibility of one technical institute for these counties. Later this same year, the Edgecombe County Commissioners purchased 82 acres of land from the Edgecombe County Prison Camp. Following the purchase of the land, a committee from the Department of Community Colleges was asked to survey the site and to make recommendations concerning the establishment of a technical institute. The committee met with a representative group from the Edgecombe County Commissioners and the Boards of Education of Tarboro and Edgecombe County. It was the decision of the committee that a suitable facility could be established if extensive remodeling was done.

During the 1967 session of the General Assembly, the Department of Community Colleges recommended that a given number of technical institutes including Edgecombe County be approved. A Board of Trustees was appointed which began search for the first president of Edgecombe Technical Institute. This person was appointed March 1, 1968 and classes officially began in September, 1968.

Students

The total number of students enrolled during the first year of operation in curriculum programs was 61. During the 1970-71 school year, a total of 228 students were enrolled in curriculum programs. In curriculum and extension programs, Edgecombe Technical Institute had an unduplicated headcount of 5,197 persons during 1970-71.

Edgecombe Technical Institute attempts to provide financial assistance to students who need financial aid. Financial assistance is available in four categories: College Work-Study, Vocational Work-Study, Educational Opportunity Grants, and loans from the College Foundation. The total financial aid available for students during the 1971-72 school year was approximately \$32,000.00.

Faculty and Staff

Edgecombe Technical Institute has 41 faculty and staff members housed in new and renovated facilities.

Facilities

Early in 1971, the Institute acquired a 20,000 square foot Vocational Building which houses vocational shops, classrooms, and office space. With this addition, Edgecombe Technical Institute now has approximately 42,000 square feet of instructional space and learning resources area. In May of 1972, Edgecombe Technical Institute acquired approximately 20,000 square feet with the acquisition of the old Post Office in Rocky Mount. This area is presently being renovated and will be known as the Rocky Mount Center of Edgecombe Technical Institute.

Curricula

Initially, Edgecombe Technical Institute offered curriculums in nine areas. Included in these offerings were Business Administration, Executive Secretarial, Welding, Drafting, Automotive Mechanics, Auto Body Repair, Cosmetology, Shorthand, and Accounting.

In order to cope with the changing needs of an expanding industrial county, Edgecombe Technical Institute has revised and added new educational programs. New two-year programs in Plastics Technology and Radiological Technology were added

during the 1971-72 school year. In addition to these curricular offerings, Law Enforcement Technology, Business Administration, Office Technology, Executive Secretarial, Automotive Mechanics (one-year and two-year), Auto Body Repair, Electrical Installation and Maintenance, Machinist, Welding, Cosmetology, Child-Care Worker, License Practical Nursing, Nurse's Aide, and Radio-TV Servicing are offered by Edgecombe Technical Institute.

FAYETTEVILLE TECHNICAL INSTITUTE

P. O. Box 5236

Fayetteville, North Carolina 28303

History

Fayetteville Technical Institute originated as the Fayetteville Area Industrial Education Center under the authority of the Fayetteville City Board of Education. It had its beginning in September of 1961 with an initial enrollment of 58 full-time students.

The Center continued to function and to expand until July 3, 1963, at which time by action of the General Assembly, control of all Centers passed to the Department of Community Colleges, State Board of Education. At that time, the Cumberland County Board of Commissioners and the Fayetteville City Board of Education each appointed four members to a Board of Trustees who were the same members of the General Advisory Committee of the Fayetteville Area Industrial Education Center. The Board met on August 1, 1963, and requested the State Board of Education to designate the Center as a technical institute.

On October 15, 1963, as required by law, the Governor of North Carolina appointed four additional members to the Board of Trustees. On January 16, 1964, the Department of Community Colleges approved the request to change the name to Fayetteville Technical Institute with authority to offer technical, trade, general adult, and community services programs of education.

The Institute has continued to grow and provide its citizens with an opportunity to pursue educational goals to their fullest potential. The people of Cumberland County have voted favorably on two bond issues to provide classrooms, laboratories, and shop areas for the growing Institute.

Fayetteville Technical Institute was officially accredited by Southern Association of Colleges and Schools in December of 1967.

Students

Fayetteville Technical Institute's current enrollment is approximately 1,200 full-time day students and approximately 5,000 students in the adult education program. Financial aid is available to students through scholarships, local loans, College Work-Study, Educational Opportunity Grants, National Defense Student Loans, College Foundation, and federal nursing loans.

Faculty and Staff

Fayetteville Technical Institute has a faculty of 69 full-time and 151 part-time members and an administrative staff of ten.

Facilities

The campus consists of 53 acres which includes four permanent buildings with 135,000 square feet of classroom and laboratory space.

Curricula

The following curricula are offered on campus:

BUSINESS EDUCATION DIVISION

Accounting, Agricultural Business, Business Administration, Electronic, Data Processing, Industrial Management, Marketing & Retailing, Secretarial Science.

HEALTH CAREERS EDUCATION

Associate Degree Nursing, Dental Hygiene, Practical Nurse Education.

ENGINEERING TECHNOLOGY DIVISION

Air Conditioning Engineering Technology, Civil Engineering Technology, Electronics Engineering Technology, Environmental Engineering Technology, Mechanical Engineering Technology.

VOCATIONAL EDUCATION DIVISION

Air Conditioning & Refrigeration Mechanics, Architectural Drafting-Building Trades, Automotive Mechanics, Carpen-

try, Electrical Installation & Maintenance, Machinist, Masonry, Plumbing, Tool & Die Making, Welding.

DEVELOPMENTAL STUDIES PROGRAM

FORSYTH TECHNICAL INSTITUTE **2100 Silas Creek Parkway** **Winston-Salem, North Carolina 27103**

History

Forsyth Technical Institute is located at 2100 Silas Creek Parkway in the southwest section of Winston-Salem. The Parkway is a major thorough-fare from the west and I-40. City bus transportation is available one block away.

The Institute was started first as an Industrial Education Center, operated jointly by the Winston-Salem and Forsyth County School Boards. The first two buildings were opened in October, 1960, offering Printing, Electronics, Drafting, Machine Shop, and Automobile Mechanics on a half-day basis as a part of the regular curriculum to interested 11th and 12th grade high school students from both school systems. The Center consolidated the vocational programs which had previously been located at James A. Gray High School, Hanes High School, and Reynolds High School. In addition to being used for high school instruction, facilities were used extensively at night for adults interested in the same fields of study. The Licensed Practical Nurse Program, which was under the administration of the Winston-Salem Public Schools, was moved to the Center in the fall of 1963 as a program exclusively for adults. A third building was also under construction at that time to provide for needed expansion in laboratories, library, classrooms, and offices.

In January, 1964, the name of the school was changed to Forsyth Technical Institute, and authority was given to expand the existing programs to include "organized curricula for training of technicians," as outlined under Chapter 115-A of the General Statutes. The high school part of the day programs was gradually phased out and a full-time adult program established.

Operating as an Industrial Education Center provided the stimulus for the addition and continuance of strong vocationally oriented curricula to which the Institute had added an equal

number of two-year technical curricula leading to the Associate of Applied Science degree.

As a result of the Health Manpower Study, the local hospitals were encouraged to discontinue training in Allied Health and Nursing; Forsyth Technical Institute will operate these programs and start a new program in Associate Degree Nursing.

Students

In the fall of 1971-72, there were 897 students enrolled in full-time day curriculum and preparatory courses at Forsyth Technical Institute. One-half of the students who entered in 1971-72 had been out of high school more than one year, with an average of five years lapse in their formal education. Approximately 30 percent of the full-time students are veterans.

A total of 8,512 persons enrolled in Adult Education courses during the past school year. Over 350 adults enroll annually in the Adult Basic Education program. The Adult High School program awards over 200 diplomas each year to graduates in jointly sponsored programs with Winston-Salem/Forsyth County Schools and Stokes County Public Schools.

Sixty percent of these students are employed full or part-time, and 7 percent are recipients of financial aid in the form of scholarships, College Work-Study, and student loans.

Principal student activities include Student Government Association with membership in the North Carolina Community College Student Government Association, Circle K., American Management Society, Student Engineering Society, student social events, and athletic teams sponsored by the SGA to participate in the City Recreation Leagues.

Faculty and Staff

Forsyth Technical Institute employs 70 full-time faculty members, 25 non-teaching personnel, and 15 secretarial and clerical personnel. Of the faculty members, one has a Doctorate; 26, the Master's degree; 25, the Bachelor's degree; one, an Associate degree. Seventeen have trade backgrounds, of which eight hold professional licenses or certificates. Of the 44 faculty members employed in 1969-70, 33 are still at Forsyth Technical Institute. Thirty-seven have been added.

The teaching staff of the Adult Education Department includes more than 175 part-time instructors teaching from one to three courses per quarter.

Facilities

In its continued growth pattern, the Institute acquired a city-owned building in 1966. Renovations in this building provided space for five additional vocational offerings. A temporary classroom building was erected in 1967. The Henry F. Snyder Building was added in 1971 to provide for an expanded library, student facilities, classrooms, and laboratories.

New facilities have been added by way of long-term leases with two local hospitals. One is the Allied Health Building at N. C. Baptist Hospital which has 50,000 square feet of space. The Forsyth Memorial Hospital has made available to the Institute approximately 27,000 square feet of space in its Allied Health Building.

The Institute site consists of 22.5 acres; unused city-owned property of 28 acres adjoining the Institute property can be obtained as needed.

Curricula

Fourteen one-year vocational curricula and 13 two-year technical curricula leading to the Associate of Applied Science degree are available. Included in this total are four new curricula which have been added in the Health Technologies Department in the past year. They are Associate Degree Nursing, Radiologic Technology, Inhalation Therapy, and Nuclear Medicine Technology.

Three grants amounting to a total of \$363,000 have been received from local foundations for the purpose of providing operational funds for the Health curricula.

Three of our engineering technology curricula, Electronics Technology, Manufacturing Technology, and Mechanical Drafting & Design Technology, are fully accredited by the Engineering Council for Professional Development. The Institute is also accredited by the Southern Association of Colleges & Schools.

The flexibility of the Adult Education Program is evidenced by the fact that courses were offered in more than 40 different locations during the past year.

GASTON COLLEGE
New Dallas Highway
Dallas, North Carolina 28034

History

Gaston College received its charter on January 10, 1963, from the State of North Carolina. The initial Board of Trustees named Dr. C. Robert Benson as the first president. Under his leadership new buildings were planned and constructed. An administrative staff, faculty, and student body were recruited. The college opened its doors on September 23, 1964, in the Education Building of Gastonia's First United Methodist Church. In November, 1964, the College moved to its permanent campus located on U. S. Highway 321 between Dallas and Gastonia.

Gaston Technical Institute, founded in 1952 under the sponsorship of North Carolina State University and offering programs in engineering technologies, was located in Gastonia. The Gastonia Board of Education sponsored the Gastonia Industrial Education Center offering vocational programs. On July 1, 1965, these two institutions became a part of Gaston College. This merger established Gaston College as a comprehensive community college offering programs in the liberal arts, engineering technologies, occupational skills, and continuing education for adults.

Dr. C. Robert Benson resigned as president in February, 1967, and Dr. W. Thomas Cottingham, dean of instruction, was appointed acting president. In April, 1967, Dr. Woodrow B. Sugg was appointed president of Gaston College; his term of office began July 1, 1967.

Students

More than 90 percent of Gaston College students live in Gaston and adjacent counties. Included in the student body are over 50 non-residents of North Carolina, with 30 of these students coming from six or seven different foreign countries.

Gaston College coordinates a financial aid program to assist students with financial needs to meet the expenses of attending college. The financial aid program is divided into four general areas: loans, scholarships, grants, and student employment. Over 300 students annually are given financial assistance at Gaston

College. Seventy percent of all students have at least part-time off-campus employment.

Faculty and Staff

Gaston College faculty is composed of approximately 80 full-time members and 97 part-time instructors. Four members of the faculty teaching in the academic division have earned doctorates. The other members of the academic faculty hold the Master's degree. Twenty-two percent of the technical-vocational and continuing education faculty hold the Master's degree. Fifty-eight percent of the faculty hold Bachelor's degrees, and twenty percent of the faculty are career vocational specialists.

The faculty members of Gaston College are organized into a Faculty Senate which acts in an advisory capacity to the college administration and serves the faculty in its relations with the college. All divisions of the college are represented on the Faculty Senate.

Facilities

The Gaston College campus occupies a site of 165.53 acres of land on U. S. Highway 321 three miles north of Gastonia and one mile south of Dallas. There is adequate space for future buildings and service installations.

There are six permanent buildings on the site now. Art and music programs are housed in four temporary buildings. In addition, there are two boiler buildings and a maintenance service building. The permanent buildings are: (1) classroom building, (2) learning resources center-science building, (3) technical building, (4) vocational building, (5) C. Grier Beam Administration Building, and (6) the recently completed industrial building. The physical plant is currently valued in excess of \$3,000,000. The buildings were equipped at a cost of over \$800,000. The buildings, with the exception of the industrial building, were financed by federal, State, and local funds. The recently completed industrial building was financed with over \$600,000 contributed by Gaston and Lincoln county citizens.

Curricula

The curricula programs at Gaston College are designed to meet the educational needs of the community as determined by

Gaston College in conjunction with senior institutions, lay advisory committees in the community, the Gaston College Board of Trustees, and the Curriculum Laboratory of the Department of Community Colleges. These needs are met through curricula offerings in the following areas: academic, technical, vocational, and continuing education.

The objectives and purposes of the College are integrated in the curriculum of all four divisions. Prescribed courses of study are available for students who are planning to complete the freshman and sophomore levels of the Associate in Arts degree or the Associate in Applied Science degree. The vocational division has prescribed courses of study leading to the completion of the one-year diploma program.

The program of continuing education provides education for adults not offered in the academic, technical, or vocational divisions. This program includes adult basic education in basic literacy training. The general adult education offerings do not follow a standard curriculum. These courses are initiated by the College, local business and industry, Office of Economic Opportunity, civic groups, or lay persons.

Gaston College has based its physical and curricula development on a five-year planning program. This development is fostered by the College, the Board of Trustees, ad hoc committees, and the Gaston College Foundation, Inc. The planning is subject to frequent review by all groups responsible for the planning to insure that the plans are consistent with the needs of the students and the community served by the College.

Gaston College has received accreditation from the North Carolina State Board of Education and the Southern Association of Colleges and Schools. Five of the engineering technology programs are accredited by the Engineering Council for Professional Development (ECPD).

GUILFORD TECHNICAL INSTITUTE

P. O. Box 309

Jamestown, North Carolina 27282

History

Because Guilford County has a high concentration of business and industry, its commissioners were among the first to respond

to action of the 1957 General Assembly in making limited funds available for the establishment of industrial education centers across the State to meet spiraling employment needs created by rapid manufacturing growth during the early 1950's.

In November of 1957, Guilford County Commissioners endorsed a proposal made by representatives of both education and industry that Guilford Industrial Education Center be established at the site of an abandoned tuberculosis sanitarium near Jamestown. The Center was the second of its kind to open in North Carolina.

Further legislation enacted in 1963 transferred the administration of all North Carolina industrial education centers from the Division of Vocational Education of the State Department of Public Instruction to the newly created State Department of Community Colleges. In 1965, Guilford Technical Institute was elevated to technical degree status and its administration was vested with authority to grant the Associate in Applied Science degree. A 12-member Board of Trustees was responsible for local control.

Dr. Luther R. Medlin was named president of the Institute in August of 1967, and has since directed Guilford Tech through a period of extensive expansion in both curricula and facilities. The Institute is accredited by the Southern Association of Colleges and Schools, the Council on Dental Education of the American Dental Association, and the North Carolina Board of Nursing. It holds membership in the American Association of Junior Colleges and the American Association of Dental Schools.

Guilford Technical Institute's 1972-73 State budget totals \$1,964,900 and is based on an average enrollment of 2,766 FTE. By comparison, the 1971-72 State budget totaled \$1,493,833, whereas the State figure for 1970-71 was \$943,138.

Faculty and Staff

Faculty and staff at the Institute number 328 and include 103 full-time and 225 part-time personnel. Of the full-time members, three have Doctorate degrees, 41 have Master's degrees, and 32 have Bachelor's degrees. The remaining 27 have Associate degrees or appropriate work experience.

Facilities

Guilford Technical Institute is located on a 150-acre tract of rolling, pine-studded land off U. S. Highway 29A-70A at the eastern edge of Jamestown. The campus is midway between Greensboro and High Point, easily accessible to all areas of populous Guilford County.

Guilford Tech teaching centers are located on the Jamestown campus, in Greensboro and High Point, and in numerous high schools, churches and community centers throughout Guilford County. Classes on the Jamestown Campus are presently being held in Old Main (a portion of the former sanitarium), Furniture Hall, Machinery Hall, Adult Education Building, and three new structures which have been completed since 1968—a Library Classroom Building, the Technical Laboratory Building, and the Health-Science Building housing Dental and Nursing programs. Additionally, plans are being drawn for a \$3 million construction project made possible through passage of a local bond referendum. The project involves construction of two buildings, a Learning Resource Center and a Campus Center.

Curricula

Curricula offerings at Guilford Tech include 19 two-year technical programs of study leading to an Associate in Applied Science degree, and 11 one-year vocational programs leading to a diploma. The Institute also offers a variety of Evening Certificate programs and a Continuing Education Division which provides instruction in General Adult Education, Adult Basic Education, Adult High School Diploma Education, and Occupational Extension. New Programs entitled Child Care Worker and Criminal Justice began in September, 1972.

HALIFAX COUNTY TECHNICAL INSTITUTE

P. O. Drawer 809

Weidon, North Carolina 27890

History

The Halifax County Technical Institute was authorized by the 1967 General Assembly and was chartered in September of that year. The first Board of Trustees was appointed in August of 1967. The first president, being elected in January of 1968, assumed office February 1, 1968.

Halifax County Technical Institute began as a contractual institution under control of the Halifax County Board of Education. Following authorization from the 1971 General Assembly, Halifax Tech became a chartered institution on July 1, 1971. At that time, the Board of Trustees was expanded to its current number of 12 by the appointment of four members by the Governor of North Carolina.

Another significant development during the year 1971-72 was the commitment by the Halifax County Board of Commissioners to provide \$250,000 in local funds to be matched with a like amount of State funds for construction purposes.

The State budget for Halifax Tech for 1972-73 will exceed \$700,000. Income from ABE, Manpower Development Training Act, disadvantaged and handicapped programs and other sources will bring this figure close to \$1,000,000.

Year	Average Annual Enrollments			FTE	Average Annual Head Count		
	Curriculum	Extension (Budgeted)	Extension (Non-Budgeted)	Total	Curriculum	All Extension	Total
1968-69	151	113	127	392	93	1,178	1,271
1969-70	257	191	132	581	238	1,397	1,635
1970-71	363	217	148	728	423	1,602	2,025
1971-72	359	300	188	847	369	1,720	2,089

Students

Student financial assistance amounted to approximately \$26,011 from College Work-Study funds and \$3,643 from Educational Opportunity Grant funds during 1971-72. Other financial aid was received by students from the Veterans Administration, Social Security, MDTA, Vocational Rehabilitation, and local sources.

Faculty and Staff

Since its beginning in 1968, Halifax County Technical Institute has developed a full-time faculty and staff of approximately 50. Qualified administrators and instructors are continually sought to provide leadership in vocational and technical programs. Educational leave is used each summer by faculty and staff to improve their professional capabilities.

Facilities

The Halifax County Technical Institute is located on Highway 301, north of the town of Halifax. It is quartered in what was formerly the Colonial Manor Motel. The present physical plant consists of three buildings containing approximately 26,000 square feet. An additional small building has been constructed to supplement these facilities.

In the spring of 1972, the Board of Trustees secured an option for a permanent site on 109 acres of land on Highway 158 between Roanoke Rapids and Weldon. It is expected that the first building will be constructed on this permanent site during the year of 1973.

The home campus of Halifax County Technical Institute has been developed to provide 12 classrooms, 7 laboratories, 3 shops, a student lounge, administrative and secretarial offices, and a learning resource center which houses the library and learning laboratory. Off campus facilities are utilized to teach the practical nurse program, masonry, and cosmetology. A building owned by the Weldon City Schools is utilized as an Evaluation Center for Disadvantaged and Handicapped programs. Many other facilities belonging to other public schools and civic groups are used for extension classes throughout the service area.

Curricula

Halifax County Technical Institute now offers nine technical programs including the General Education curriculum which provides a one-year college contract option with East Carolina University. Eight vocational programs are offered leading to the award of a diploma. Listed below are the one and two-year curricula currently being offered at Halifax Tech:

1 yr. programs

Mechanical Drafting
Auto Mechanics
Electronic Servicing
Practical Nursing
Cosmetology
Welding
Masonry
Educational Assistant

2 yr. programs

Business Administration
Electronics
Interior Design
Executive Secretary
General Office
Medical Secretary
Commercial Art and
Advertising
Correctional Science
General Education

Occupational extension and general adult courses are offered upon demand.

Halifax County Technical Institute has worked with State accreditation teams and hopes to secure State accreditation by the end of the year. Correspondent status has been established with the Southern Association of Colleges and Schools.

HAYWOOD TECHNICAL INSTITUTE

P. O. Box 457

Clyde, North Carolina 28721

History

Haywood Technical Institute was established by General Assembly action and organized August 1, 1965. M. C. Nix was appointed by the Haywood County Board of Education and approved by the State Board of Education as President (then Director).

The first year's operation began August 1, 1965, in the old Canton Board of Education office, Patton School. Beginning with the second year, the Institute operated in the present quarters, the former Clyde High School, which was consolidated with Canton High to form Pisgah High School in Canton.

The institution has progressed through three stages—first, an Industrial Education Center Unit of Asheville-Buncombe Technical Institute under the Haywood County Board of Education; second, a Unit of the Department of Community Colleges and the Board of Education with the name changed to Haywood Technical Institute; and third, by virtue of a favorable vote of the citizens of Haywood County on November 5, 1968, and by action of the Governor and his Advisory Budget Commission on December 13, 1968, a chartered independent Technical Institute.

This independence enabled Haywood Technical Institute to have its own 12-member Board of Trustees, which secures local funds directly from the county commissioners and is eligible to receive State and federal capital outlay funds heretofore unavailable. Long-range studies, surveys for long-range planning, and educational specifications for a building program have now been almost completed and the Institute is about ready to move into a new \$2.7 million campus facility.

Students

ENROLLMENT GROWTH

	1970-71	1971-72
Curriculum	218	328
Extension	5,463	6,179

STUDENT AID

State Work-Study	Social Security
Federal Work-Study	Memorial Fund Loans and
Rehabilitation Commission	Scholarships
Medical Society	College Foundation Loans
Scholarships	Veterans Administration

Faculty and Staff

	1970-71	1971-72
Administration	12	13
Clerical	9	10
Instructional:		
Curriculum (full-time)	18	22
Curriculum (part-time)	11	16
MDTA (full-time)	7	7
ABE and Extension	111	105
Custodial:		
Full-time	3	3
Part-time	0	6
MDTA	14	16
Veterans (emergency employment)	0	3
Work-Study	10	16
Sheltered Workshop	0	1

Facilities

Land, Buildings, and Grounds	\$1,953,371.00
Equipment and Books	761,693.00
Sheltered Workshop (being built by civic club)	0.00
Total Value	\$2,715,064.00

Curricula

TECHNICAL

Business Administration (day & night programs)	Medical Office Assistant
Executive Secretarial (day & night programs)	Forest Products Technology
Fish and Wildlife Management	Forest Management Technology

VOCATIONAL

Air Conditioning, Heating & Refrigeration	Saw Filer
Automotive Mechanics	Lumber Grader
Electrical Installation & Maintenance	Planer Operator
Sawyer	Horticulture
	Watchmaking
	Practical Nurse Education

VOCATIONAL—SPECIAL INTEREST

Auto Mechanics—night	Masonry—night
Greenhouse Vegetable Growing—night	Welding—night
Operating Room Assistant—day	Small Engine Repair —night
Auto Body Repair—night	Carpentry—day

As yearly reports bear out, HTI has made above-average growth during 1971-72. The formula allotment for personnel will not support all programs in operation. In order to absorb the present MDTA programs in Horticulture and Forest Products, which earn the most F.T.E.'s, two programs—Air Conditioning and Watchmaking—will be deleted and hopefully reconsidered at a later date.

All this year, HTI has been in a self-study and evaluative program getting ready for accreditation by the State and Southern Association of Colleges and Schools. This will occur next fall or the spring of 1973.

HTI's Long-Range Planning Committee has been reactivated after the initial planning and actual construction of facilities for existing programs. This committee will examine all programs

now in operation to determine strengths and weaknesses and will make recommendations.

ISOTHERMAL COMMUNITY COLLEGE

P. O. Box 36

Spindale, North Carolina 28160

History

Isothermal Community College, authorized by the 1963 General Assembly, is located in Rutherford County, just off US-74 between Spindale and Forest City. In 1964, citizens of Rutherford County approved a tax levy to support the College, and necessary capital funds were appropriated to purchase a site and construct the buildings.

In the spring of 1968, the main campus was completed and occupied. Buildings are constructed on a wooded site that provided an attractive setting for the modern facilities which serve the people of Rutherford and surrounding counties. The campus is located on a knoll, fronting a 15-acre lake and overlooking a new dual-lane highway which skirts Rutherfordton, Spindale and Forest City.

Construction on a new vocational education complex was begun in early September, 1971, and scheduled for completion in October, 1972. The former facilities occupied by the vocational department will be converted for use by the technical division of the Occupational Education program. A student-center and physical education plant will be high on the priority list when the next construction money becomes available.

Students

The student body has grown from about 40 in 1966 to more than 500 today (1972). In September, 1971, a total of 519 full-time students were enrolled, with about half in the college parallel division, and half in occupational education. In addition, more than 1,000 persons per month are involved in adult education programs.

In addition to a regular Student Aid program at Isothermal, a Student Emergency Loan Fund was established last year in the amount of \$1,500. Both programs were used extensively by students.

Faculty and Staff

The College employs some 60 full-time persons, not counting adult education, including 33 on the faculty. Members of the faculty are drawn from the local community as well as eight other states and one foreign country.

Curricula

In 1966, Isothermal Community College formally initiated its four basic programs of instruction—college parallel, vocational, technical and adult education—housed in temporary facilities in the Avondale, Caroleen and Spindale communities.

In addition to the regular college-parallel and occupational education courses available in previous years, two new programs will be offered beginning in the fall of 1972: Recreation Technology, and Licensed Practical Nursing. An expanded evening program will also be made available beginning in the fall of 1972.

JAMES SPRUNT INSTITUTE

P. O. Box 398

Kenansville, North Carolina 28349

History

The James Sprunt Institute, located in Kenansville, was chartered on March 12, 1964. The school is a technical institute operating under the open-door policy and regulated by the State Board of Education and the Department of Community Colleges with a local board of 12 trustees as its governing body.

The name of the Institute dates back into the history of Duplin County to 1785 when Grove Academy was chartered by the North Carolina General Assembly. This Academy was renamed James Sprunt Institute in honor of Dr. James Sprunt, a celebrated educator, Civil War chaplain, county official, and a Presbyterian minister who was headmaster of James Sprunt Institute in 1845.

Upon recommendation of a delegation of persons interested in technical training facilities in Duplin County, the Board of County Commissioners and the Board of Education voted unanimously to establish and name this new technical school the James Sprunt Institute. The school began operation in the fall of 1966 under the direction of the North Carolina Department of Community Colleges.

Students

Student enrollment reached the 5,000 mark during the 1971-72 school year, surpassing the 1970-71 enrollment of 4,442. James Sprunt Institute had 138 graduates in 1971, with an expected 1972 graduation class of 150.

Financial aid was administered in 1971-72 through the College Work-Study Program in the amount of \$22,400. During the 1970-71 school year, College Work-Study funds amounted to \$19,800. In addition, Educational Opportunity Grants were awarded during 1971-72 in the amount of \$2,600. State Board of Education student loans amounted to \$6,225 in the two-year period. College Foundation loans were awarded in the amount of \$600 during the 1971-72 year. Student financial aid in 1972-73 will approximate \$55,000.

Faculty and Staff

James Sprunt Institute presently employs 25 full-time curriculum faculty, 10 part-time curriculum faculty, and approximately 40 part-time extension faculty. In addition, the staff includes 12 administrative personnel plus one President and 10 secretarial staff members.

Facilities

In 1964, a 51-acre campus was purchased and a \$265,000 training facility was constructed. Increased enrollment necessitated additional facilities, resulting in the construction of a modern shop building costing \$323,000 which was occupied in the fall of 1970. Since that time the Nursing Division has occupied the South Wing of the Duplin General Hospital which totals 3,800 square feet of floor space. Presently, plans are underway for the construction of a \$454,000 classroom building with occupancy expected by fall 1974. In summary, the James Sprunt Institute campus consists at present of three main buildings containing 48,500 square feet valued at \$848,000.

Off campus centers, established by the Institute at Albertson, Chinquapin and Rose Hill have been designed to meet the training needs of the citizens of Duplin County.

Curricula

The curricula at James Sprunt Institute is divided between two-year technical and one-year vocational programs, as follows:

*One-Year Vocational
Curriculums*

1. Automotive Mechanics
2. Building Trades
3. Masonry
4. Cosmetology
5. Electrical Installation
and Maintenance
6. Library Assistant
7. Mechanical Drafting
8. Radio and Television
Servicing
9. Welding

*Two-Year Technical
Curriculums*

1. Agricultural Business
2. Associate Degree
Nursing
3. Business Administration
4. Commercial Art and
Advertising Design
5. Executive Secretary
6. General Education with
College Transfer
Option
7. General Office
Technology
8. Fire Service Operation
and Management
9. Poultry and Livestock

JOHNSTON TECHNICAL INSTITUTE

P. O. Box 29

Smithfield, North Carolina 27577

History

The need for a post-secondary educational institution in Johnston County to serve young people and adults was first recognized by county school authorities under the leadership of Superintendent E. S. Simpson. In May, 1967, preliminary action was taken by the County Board of Education and the County Board of Commissioners which led to an application to the Department of Community Colleges for such an institution.

A steering committee headed by M. Brack Wilson was subsequently appointed to conduct a study concerning the need for this post-secondary educational institution. Upon recommendation of the State Board of Education, the 1969 General Assembly officially authorized the establishment of the Johnston Technical Institute. This became the fifty-first technical institute in the Department of Community Colleges in North Carolina.

The Board of Trustees composed of 12 of the leading citizens from various sections of the county was then appointed. M. Brack Wilson was elected chairman of the Board and William R. Britt, vice-chairman. Mr. Britt serves as chairman of the present Board.

Dr. John L. Tart was named President of the Institute on August 11, 1969. Under his leadership, plans were developed to begin offering occupational and adult extension courses immediately. Under his guidance, enrollment has grown at a phenomenal pace.

On January 28, 1971, the Board of Trustees changed the name of the Institute to Johnston Technical Institute and on July 1, 1971, the Institute became a chartered institution by action of the 1971 General Assembly.

Students

On September 22, 1969, the first group of 659 adult students in 27 evening classes were enrolled in 17 extension courses. This enrollment has steadily grown.

In 1969-70, enrollment totaled 3,464 in extension classes which included occupational, adult education, and general adult extension courses. In 1970-71, 4,574 students enrolled in these areas. The 1970-71 figure includes enrollment in the Dunn Extension Unit in Harnett County, which started in September, 1971.

In 1971, a total of 232 students were enrolled in curricula programs. Of these, 158 were males and 74 females; 189 were white and 43 nonwhite; and four were physically handicapped.

In 1970, a Student Government Association was begun to provide a hub around which a variety of student activities were organized. Such activities include social, school publications, interest groups, clubs, and intramural sports and recreation.

Vocational, personal, and social counseling is provided by a qualified counselor who is available to all students. Both individual and group guidance and counseling are utilized in an effort to meet the varied needs of young and mature adults.

Johnston Technical Institute held its first graduation of curriculum students on August 29, 1971, 31 graduates of vocational programs—Automotive Mechanics, Drafting, Basic Electronics, and Practical Nurse Education—and with 114 graduates of the Adult High School Program.

College Work-Study Program, Vocational Work-Study, National Defense Student Loans, Educational Opportunity Grants, plus a guaranteed loan program of borrowing at Johnston Technical Institute, insured loans under the College Foundation, Inc.,

and local student assistance grants have been established to assist all qualified full-time students to make further education possible.

Faculty and Staff

Johnston Technical Institute was staffed in 1971-72 with 53 full-time and approximately 165 part-time employees. Most employees have Master's degrees or are working toward this degree in their educational field.

Facilities

The Board of Trustees arranged to utilize facilities which had been vacated by the Johnston County Public School System on a 15-acre tract of land located four miles south of Smithfield on Highway 301. The physical facilities consisted of four buildings—three classroom and laboratory buildings plus a gymnasium. Plans for construction of new facilities will begin in 1973.

Curricula

The Institute's first daytime instruction on its campus was the Manpower Development Training Act Program. This nine-month program, General Office Technology, began on January 5, 1970 with an enrollment of 20 women. On February 2, 1970, a second MDTA Program was begun in Automotive Mechanics with an enrollment of 20 men.

A contract between the Institute and Campbell College was entered into in order to initiate a General Education College Transfer Program. This contract, approved by the State Board of Education, was given final approval by the Attorney General on May 21, 1970. In the first year, 39 students were enrolled in this program.

With the arrival of occupational students in September, 1970, the Institute was fulfilling its purpose in the development of men and women by providing vocational, technical, general college, and adult education programs, including basic high school, cultural, and community service programs. In 1970-71, a total of 135 persons were enrolled in vocational fields.

A unique veterans farmer training program, the first of its kind in the nation, sponsored jointly by a secondary and post-secondary school, was begun on December 8, 1970, at Smithfield-Selma Senior High School. This course was Agricultural Science and Mechanization. Sixty-four students were enrolled in 1970-71.

Johnston Technical Institute began its first curriculum program, Basic Electrical Installation and Maintenance, at the Harnett Youth Center on June 8, 1970, with an enrollment of ten. A second curriculum program, Outboard Motor Repair, was begun at the Johnston County Youth Center on June 22, 1970, with an enrollment of seven. In 1971, these Youth Center Programs were expanded.

LENOIR COMMUNITY COLLEGE
P. O. Box 188
Kinston, North Carolina 28501

History

Lenoir Community College was chartered on April 3, 1958, with the establishment of an industrial training program in Lenoir County. The institution began in February of 1960 as the Lenoir County Industrial Education Center under the administration of the Lenoir County Board of Education. At that time, approximately 80 students enrolled for evening classes in blueprint reading and machinist mathematics at a local high school.

In the fall of 1961, vocational and technical curricula were made available for day students in vacant barracks on the site of a former air base, Stallings Field. In January of 1963, the school was moved to a new \$350,000 building on an 18-acre site on Highway 70, two miles southwest of Kinston. The first graduation class was in June, 1963.

On July 16, 1963, the Center was separated from the County Board of Education and placed under a Board of Trustees; and in June 1964, the name was changed to the Lenoir County Technical Institute. Following approval of a tax levy for maintenance by Lenoir County voters, the institution was officially declared a community college by the State Board of Education on November 5, 1964.

During the period 1965-67, the site was expanded to the present 58 acres east of Kinston. Long-range planning for campus development and additional occupational curricula and a two-year transfer program were also initiated. By the fall of 1968, the institution became, in fact, a comprehensive institution offering transfer, occupational, continuing, and community service

educational opportunities to the people of the area. The name was changed to Lenoir Community College effective July 1, 1969.

Students

The student body is now composed of 1,537 full-time and part-time curriculum students, 324 of whom are black. Some 6,000 other adults attend short term off-campus extension classes during the year; more than half of these students are black. Program offerings and enrollment have increased during the past 11 years, with a total of 1,537 students registered in the fall quarter of 1971. Enrollment at the present time is comprised of 50 percent in the College Transfer Program and 50 percent in the Occupational Program.

Faculty and Staff

The College is committed to the improvement of teaching and has accepted the role of a teaching institution. The student-faculty ratio is now 1-20, with four faculty secretaries and 12 student technical assistants provided to assist the instructional faculty. Faculty members have been encouraged to extend their competence through workshops and seminars, inter-campus visits, summer school attendance, and full attendance in graduate school.

Facilities

Buildings include the Technical Building, Main Building, the Technical Annex, the Learning Center and the recently completed Occupational Building. Construction on an Adult Education Center is scheduled to begin in the fall. The total value of the physical plant is \$3,000,000.

Curricula

New curricula proposals have been developed and are being operated in order to provide adequate opportunities for the many kinds of students who are recruited by the College. The College is presently operating a Cooperative Education Program and also is currently involved with the Regional Education Laboratory for the Carolinas and Virginia in the development of a systems approach to instruction. Selected instructors are compiling extensive laboratory materials for audio-tutorial instruction, especially in the occupational skills area.

McDOWELL TECHNICAL INSTITUTE

P. O. Box 1049

Marion, North Carolina 28752

History

McDowell Technical Institute, formerly known as the Marion-McDowell Industrial Education Center, was established in May, 1964, as a satellite unit of the Asheville-Buncombe Technical Institute. It began its operations in a former private business school located in downtown Marion and operated until September, 1967, under the leadership of the Asheville-Buncombe Technical Institute and a local advisory committee. In 1967, the Institute became a contractual unit of the North Carolina Department of Community Colleges under the direction of an eight-member Board of Trustees. This action paved the way for the eventual conversion of the Institute to an independent chartered institution in July of 1971 with a 12-member Board of Trustees.

The Institute currently belongs to the American Technical Education Association, American Association of Junior Colleges, and was recently granted correspondence status by the Southern Association of Colleges and Schools.

Students

The Institute grew from a beginning curriculum enrollment of 30 students in 1965 to a curriculum enrollment of 230 students in the fall of 1971.

A survey of the student body shows that 87 percent have either full or part-time jobs and that approximately 90 percent live at home. Although a great majority of the students work, approximately 30 percent are receiving some type of student financial aid.

Faculty and Staff

The full-time staff of the Institute grew from four in 1965 to 27 in 1971. This faculty and staff have a unique ability and willingness to allow the student to progress as rapidly and as far as his ability will allow him. Vocational faculty members are uniquely qualified in their respective areas due to the experience they have gained in the pursuit of their chosen occupations. The technical faculty members have attempted to provide their

students with the proper mix of theory and practice which will allow them to enter the world of work with saleable skills.

Facilities

Since its beginning, McDowell Technical Institute has made continuous growth; during the summer of 1970, the institution moved to new facilities on a 31-acre site near the intersection of Interstate 40 and Highway 226.

Realizing the need to expand, the Institute embarked on a proposed building program to make available more classrooms, a new library facility, an enlarged student lounge, and additional offices for both faculty and staff.

Preliminary plans and approval have been obtained for new facilities which will nearly double the floor space currently available.

Curricula

The Institute currently offers six vocational curricula, four technical curricula, and a contractual college extension program with Appalachian State University. One specialized program, Hospital Plant Engineering and Maintenance, serves students in a 14 county area of Western North Carolina. It is a federally funded program financed through the National Institute of Health.

In addition to the regular curricula offerings, the Institute operates a variety of vocational, general adult, and adult basic education courses through the Extension Division. Approximately 10,000 persons have enrolled in the Institute through this Division since 1965.

MARTIN TECHNICAL INSTITUTE

P. O. Box 866

Williamston, North Carolina 27892

History

Martin Technical Institute was authorized by the General Assembly of 1967. The Institute was officially established on March 1, 1968, when Dr. E. M. Hunt assumed the office of President. The establishment of this institute, located just off

Highway 64 west of Williamston, was part of a Statewide system of institutions administered by the Department of Community Colleges. Martin Technical Institute is authorized to award the Associate in Applied Science degree to students completing a technical program and a diploma to those completing a vocational program. In 1968, the people of Martin County approved a bond issue to provide modern facilities for the Institute. Ground breaking for the new building took place in the spring of 1970.

On July 23, 1969, the Department of Community Colleges approved the transition of Martin Technical Institute from a dependent or contracted unit to an independent or chartered technical institute. This change was made possible by a favorable vote of the people of Martin County on June 21, 1969; and by this action, Martin Tech became the first of the contracted units created by the 1967 General Assembly to become a chartered institute.

The Institute is administered by a Board of Trustees composed of 12 business, industrial, educational, and civic leaders. Financial support is provided by public funds from local, State and federal sources and tuition from students.

Students

The fall enrollment for the school year 1971-1972 reached 300 full-time students, enrolled in a total of 18 programs. These programs ranged from one full year's college work transferrable to East Carolina University to cosmetology, auto mechanics, business, and many others.

Some 4,500 students enrolled in evening programs of personal enrichment, such as art, sewing, music, powder puff mechanics, and small home appliance repair.

Martin Technical Institute attempts to assist students in meeting their financial needs for occupational education. This is done through a program of financial aid which includes many forms of assistance allocated to students on the basis of financial need.

Faculty and Staff

The number of faculty, staff, and maintenance personnel has reached a total of 50 persons. There are 17 administrators, eight

secretaries, five maintenance employees, and 20 full-time instructors.

Facilities

The physical plant consists of 54,000 square feet, used to provide realistic instruction in air-conditioned classrooms, laboratories, and shops. These initial buildings have a capacity for approximately 400 students.

The library has a collection of approximately 7,000 volumes as well as special resource materials selected by professional librarians in consultation with faculty and administrative personnel. The library is open to persons in business, industry, and the community for reference materials not available at other libraries in the area.

A student lounge area with complete vending service and color television is provided for the convenience of students. The Institute operates a bookstore from which the students may purchase necessary textbooks and supplies.

Curricula

The purpose of this Institute is to provide comprehensive educational opportunities for young people and adults in the area. The doors are open to all above high school age and to school drop-outs above sixteen. The school aspires to help each according to his need and interest to live in and contribute to a democratic and free society.

Martin Technical Institute currently offers occupational education programs leading to employment, general adult education, and a variety of courses to serve the community.

MAYLAND TECHNICAL INSTITUTE

P. O. Box 547

Spruce Pine, North Carolina 28777

History

Mayland Technical Institute, approved by the General Assembly in July of 1971, began operation in September of that year when Dr. O. M. Blake, Jr. was chosen as President.

Mayland Technical Institute is the only technical institute in North Carolina that is funded equally by three counties—

Mitchell, Avery, and Yancey. These three counties agreed that the institution would be located in the vicinity of Spruce Pine (Mitchell County) approximately 25 miles from the extremities of Avery and Yancey Counties.

At the time of this report the institution has been in operation less than a year.

Students

Mayand Technical Institute began by offering adult and extension classes in the three counties. From September, 1971 to May, 1972, approximately 1,987 persons participated in these classes and 188 FTE students were enrolled.

The Board of Trustees has secured eight scholarships of \$150.00 each and is actively working for more.

Faculty and Staff

The faculty and staff of Mayland Technical Institute for 1972-1973 includes a president, a director of occupational education, a director of adult education, a director of extension, a director of student personnel, a bookkeeper, a librarian, a learning laboratory coordinator, an administrative secretary, a secretary-receptionist, and a secretary to the director of occupational education.

The faculty also includes instructors in Practical Nursing Education, Executive Secretarial Education, and Automotive Mechanics.

Facilities

The Board of Trustees has leased the following facilities: Ellis Building for administrative offices, two general classrooms, library, and learning lab; the Baker Building for Automotive Mechanics; the old Presbyterian Church for Business Administration, Executive Secretarial, Adult Basic Education, and three general classrooms; and dormitory and classroom space at Banner Elk for Practical Nursing Education.

Four sites have been selected by a site selection committee from the Board of Trustees. This Committee has reported to the Board of Trustees and final approval of the site is expected soon.

Curricula

After surveys were completed in the public schools and industries, four curricula—Automotive Mechanics, Business Administration, Executive Secretarial, and Practical Nursing Education—were approved by the State Board of Education for the fall of 1972. Application for approval of Practical Nursing Education has been made to the North Carolina Board of Nursing. The Practical Nursing Education program already has a waiting list and paid applications in the other three curricula indicate a sufficient number.

MONTGOMERY TECHNICAL INSTITUTE

P. O. Box 579

Troy, North Carolina 27371

History

The State Board of Education issued a charter to Montgomery Technical Institute on September 7, 1967. As directed by law, eight members were appointed to the Board of Trustees.

In November, 1967, David Bland was elected President, and administrative and teaching personnel were employed. Extension classes were conducted in 1967-68. Full-time curriculum students were accepted in August, 1968. First students were graduated in June, 1969.

Adult Basic Education and Adult High School Diploma Programs began October, 1968. In June, 1968, the present building on Page Street was used as a temporary location of Montgomery Technical Institute. Funds were acquired from State and local sources to finance the Institute.

On June 3, 1971, the State Board of Education approved Montgomery Technical Institute as a chartered technical institute effective July, 1971. Title to the property on Page Street was transferred to the Institute.

In compliance with the law, four additional trustees were appointed by the Governor on December 1, 1971.

Students

The greatest growth at Montgomery Technical Institute occurred in the Continuing Education Department. Adult Basic

Education and the Adult High School Programs have been very successful. Emphasis has been placed on small group instruction in community sites. A total of 2,456 students attended 158 classes taught by 69 instructors. Teaching in the community contributed substantially to the increase in student participation.

Approximately 50 percent of the full-time students receive some financial aid. Sources include veteran's benefits, scholarships, Vocational Rehabilitation, grants, student employment, loans, MDTA referrals, and Social Security. Each student is counseled concerning financial needs. In addition to financial needs, private tutoring is available through the Developmental Studies Program.

Faculty and Staff

Five staff members, two learning lab coordinators, five secretaries, and 25 full and part-time curriculum instructors staff Montgomery Technical Institute. In addition, 69 instructors taught in the Continuing Education Department. Four instructors taught Adult Basic Education and eight instructors taught in the Adult High School Program.

Facilities

Montgomery Technical Institute is housed in two buildings: a primary building (located on a site of 3.72 acres) owned by the Board of Trustees, and a secondary building owned by the Montgomery Board of County Commissioners. Both buildings are located in Troy.

The primary need for Montgomery Technical Institute is permanent facilities. Trustees of the Institute have determined that this shall become a reality in 1975 or 1976.

Curricula

Curricula offerings at Montgomery Technical Institute include: Business Administration, Secretarial Science, Industrial Maintenance, Electrical Installation, Practical Nursing, and Nurse Assistant. During the past year, additional courses approved include: Light Construction, Pottery Production, Practical Welding, Upholstering, and Auto Mechanics. These courses have considerably broadened the curriculum content.

NASH TECHNICAL INSTITUTE
P. O. Box 2347
Rocky Mount, North Carolina 27801

History

Nash Technical Institute, Rocky Mount, was approved on September 7, 1967, as a contractual unit. The State Board of Education approved as a temporary facility for the Institute the old Benvenue High School Building, which had become available due to the consolidation of several high schools. This building, located one mile from the city limits of Rocky Mount on Benvenue Road, was used by Nash Technical Institute for one year.

In early 1970, the Board of Trustees and the citizens of Nash County desired to call a referendum for the support of the institution. At the advice and counsel of several State leaders, however, it was recommended that this action be deferred until after the November elections in which an impending constitutional amendment was expected to pass. If this constitutional amendment passed, the county commissioners could then appropriate money to a technical institute for current expense and capital outlay without a local vote of the people.

This constitutional amendment was approved by the voters of the State and an act to amend the General Statutes of North Carolina, Chapter 115A-20 (f), was passed by the General Assembly. This amendment reads as follows:

"Notwithstanding any present provisions of this Chapter, the tax levying authority of each institution may at its discretion and upon its own motion provide by appropriations of nontax revenue and/or tax revenue, funds for the support of institutional purposes as set forth in G.S. 115A-19; but nothing herein shall be construed to authorize the issuance of bonds without a vote of the people."

The Nash County Board of Commissioners adopted the following resolution effective July 1, 1971:

"The Board of County Commissioners of Nash County joins the Board of Trustees of Nash Technical Institute in requesting the State Board of Education, the Governor and the Advisory Budget Commission to approve the conversion of Nash Technical Institute from an extension unit to a chartered technical institute, effective July 1, 1971 and

agrees to support the local budget of the institution as approved by the Board of County Commissioners under authority granted by Article IX, Section 2 (2) of the North Carolina Constitution and G.S. 115A-20 as amended by the 1971 General Assembly."

On March 9, 1972, Nash Technical Institute was established as a correspondent with the Southern Association of Colleges and Schools. Currently, the Institute is engaged in an institutional status study in preparation for evaluation for State Board of Education accreditation.

Students

Nash Technical Institute had an average annual full-time equivalency enrollment of 398 students for the academic year 1970-71. Student financial aid is available through college work-study in the amount of \$24,962, \$4,500 of which was appropriated by the Nash County Board of Commissioners. In addition to college work-study, there are available the following funds: Educational Opportunity Grant, \$2,400; scholarship funds; veterans' educational assistance benefits; Vocational Rehabilitation; and College Foundation loans.

Faculty and Staff

Nash Technical Institute has a full-time faculty and staff of 34.

Facilities

At the end of the first year of operation, September, 1969, it became necessary for Nash Technical Institute to move from the Benvenue High School Building to an abandoned elementary school five miles west of Rocky Mount on State Road 1603, one mile north of U.S. 64.

The 1971 General Assembly appropriated the sum of \$2 million for the North Carolina Community College System. Nash Technical Institute was allocated \$495,000 from this appropriation and Vocational-Educational Act money, and a commitment was made by the Nash County Commissioners to match this amount.

A 62-acre tract of land has been bought, and as of this date a letter has been written to Carroll L. Mann, Jr., Director, Property Control and Construction Division, requesting that a contract be drawn between the firm of Leslie N. Boney, Jr., AIA,

and the Board of Trustees of Nash Technical Institute for planning a permanent campus. It is expected that occupancy of this campus will occur on September 1, 1974.

In addition to the "main campus" of the former Stoney Creek Elementary School, Nash Technical Institute's Automotive Mechanics Program is located ten miles east of Nashville in the Agriculture Building at Coopers School. The Auto Body Repair Program is located in the old "curb market" building on McDonald Street in Rocky Mount. Nash Technical Institute also has under lease for one year from the Rocky Mount City Board of Education the former Abraham Lincoln Elementary School in which the Licensed Practical Nurse Program, Nurses' Assistant Program, General Education Program, Learning Lab, and extension courses are provided.

Curricula

The Institute has been approved by the State Board of Education to offer curricula in the following areas: Architectural Technology, Auto Body Repair, Auto Mechanics, Building Trades Drafting, Business Administration, Cosmetology, Electrical Installation & Maintenance, Executive Secretary, General Education, Legal Secretary, Medical Secretary, Nurses' Assistant, Operating Room Assistant, Practical Nurse Education, Radio & T.V. Servicing, and Welding. The following have been submitted to the State Board for approval and will be implemented after approval and as space permits: Agriculture, Business, and Economics.

PAMLICO TECHNICAL INSTITUTE

P. O. Box 1215

Alliance, North Carolina 28509

History

Pamlico Technical Institute was approved for operation by the State Board of Education in July, 1962. The first full-time classes were started in the fall of 1963 with 30 students in mechanics. At that time, the school was operating as a unit of Lenoir County Industrial Education Center. In 1967, the Institute moved from its original two-room building behind the local high school to an abandoned public school complex a few miles away. This move made available space for new curricula.

Students

From its beginning, extension courses have played a major role in the Institute's efforts to make available to the citizens of Pamlico County the training which they desired. Enrollment has steadily risen and the Institute now serves an average of 11 percent of the county's citizens yearly, with an unduplicated enrollment of 1,243 in 1970-71.

During fiscal year 1970-71, application was made for federal financial assistance funds. The program began during the summer of 1970 in cooperation with the Plan for Assuring College Education (PACE) Program. Five students were employed on off-campus jobs and earned an average of \$500 each. Participation has continued with the PACE Program each year. Work-Study funds and student loans have been the primary source of financial aid. Approximately 25 to 30 students are assisted financially through these programs annually. The average budget for each is around \$450.

In addition, other students received indirect assistance from Social Security benefits, Vocational Rehabilitation, Veterans Administration, and Manpower Development Training Act (MDTA) Program referrals.

The annual allotments for work-study averages \$9,700. Education Opportunity Grant (EOG) Funds average around \$1,500.

Pamlico Technical Institute is doing much to slow the out-migration of young people from Pamlico County. The occupational training opportunity is being taken by many at home and approximately 100 full-time students each year are finding employment in the immediate area.

Being located in one of North Carolina's smallest counties, the Institute will probably remain small. The dedication of its staff and support by the citizens will continue to make a contribution to the needs of this area.

Faculty and Staff

A faculty and staff of 20 operate in the Institute's facilities on a 14-hour day basis.

Facilities

In December of 1971, the local citizens passed a bond refer-

endum for construction of a new campus for the Technical Institute. The completion of this new facility will be a landmark first in Pamlico County's history. There is no other permanent, nor has there ever been, post-secondary educational facility in the county.

Curricula

The Institute offers seven full-time occupational training programs. Curriculum classes are held throughout the entire county. Considerable work is done with the disadvantage and handicapped.

February, 1972, marked a new advance for Pamlico Technical Institute when it was accepted for "Correspondence Status" with the Southern Association of Colleges and Schools.

PIEDMONT TECHNICAL INSTITUTE

P. O. Box 1175

Roxboro, North Carolina 27573

History

Piedmont Technical Institute (formerly Person Technical Institute) was officially established on July 1, 1970. Classes were scheduled to begin in September, 1970. July, August, and part of September were used to select personnel; locate and prepare facilities for classrooms and offices; acquire furniture, equipment, supplies, and textbooks; and the greatest importance—students. The Institute opened its doors to students on September 23, 1970, only 85 days after being officially established as the 54th member of the Community College System.

Piedmont Technical Institute implements the "systems approach," which is one of the most effective teaching techniques known to the educational community. All decisions are based on accountability, which means being openly responsible to the taxpayers and students for providing maximum educational results from their dollars of investment.

The growth, achievement and overall results have been paralleled only by the confidence and support shown by the entire population area served.

Piedmont Technical Institute is headed by a 12-member Board of Trustees. The men and women who make up this body are

dedicated to progress and quality instruction, and have made it possible for the growth of the Institute to be rapid and comprehensible.

Piedmont Technical Institute will continue to serve the people of this area. The Institute will constantly strive to offer programs as the need arises.

Students

As of the Spring Quarter, there were 594 curriculum students; 681, in extension; and 25, in new industry training.

A student enrolled at Piedmont Technical Institute may rightfully expect that the teachers and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus.

Students assume an obligation to conduct themselves in a manner compatible with the Institute's function as an educational institution. They are expected to adhere to established rules and regulations, including respect for the rights, privileges and property of other members of the institutional community. Each student is responsible for his own conduct, and violation of rules and regulations established for the student body or a department may subject him to disciplinary measures or dismissal.

A student is allowed to enroll any day of the year and begin working at his own individual learning pace. There is no set time limit on when a course will be completed by the student. The length of time from the date of enrollment to the completion of all degree requirements is the entire responsibility of the student. The student enjoys 100 percent success, not failure, at every step during the courses of study.

Financial aid is made available through scholarships and loans, the Work-Study Program, Educational Opportunity Grants, Vocational Rehabilitation, Veterans Administration, war orphans, widows and wives education assistance, Manpower Development and Training, individual referrals, and survivors' educational benefits under Social Security.

Academic and social-personal counseling is also available to all students.

Faculty and Staff

At present, the faculty and staff consists of one Ph.D., two Ph.D. candidates, seven with Master's degrees, and ten with Bachelor's degrees. The entire staff of Piedmont Technical Institute is dedicated to education, students, and the community.

Facilities

Administrative offices and classrooms are located in a complex of temporary facilities in several locations in Person County. The administrative offices are located at 313 S. Main Street, Roxboro. Classes are held in the Main Classroom Building (204 S. Main Street) and in several other buildings located in various parts of Roxboro and Person County.

Curricula

Presently, the Institute offers 20 approved programs along with others awaiting approval.

The Southern Association of Colleges and Schools recognizes Piedmont Technical Institute as a corresponding member, clearing the way for accreditation.

PITT TECHNICAL INSTITUTE
P. O. Drawer 7007
Greenville, North Carolina 27834

History

Pitt Technical Institute had its beginning in 1960 when the citizens of Pitt County approved a bond issue for the construction of a physical plant to house an industrial education center. The leadership of Dr. Robert Lee Humber, who served as chairman of the Board of Trustees, played an important part in the establishment of the Institute. The school was chartered in 1961 as the Pitt Industrial Education Center to serve the needs of the people of Pitt County and surrounding areas. In 1964, the school was designated a technical institute by the State Board of Education.

The first classes were held in the new building in September, 1964, with an initial enrollment of 96 full-time day students. Since that time, the Institute has steadily increased its enrollment and broadened its curriculum. Pitt Technical Institute is

funded for 1972-1973 on the basis of 924 curriculum FTE and 766 extension FTE, a total FTE of 1,690.

The Institute is located on Highway 11, South, between Greenville and Winterville. The original building and the new classroom building have approximately 67,000 square feet of usable space, with spacious and well-designed laboratories, shops, and classrooms.

The school is publicly supported and is a non-profit technical institute which offers a broad curriculum in technical and vocational programs.

Students

The Student Personnel Services include counseling services provided by trained personnel. These services are available to every full-time curriculum student from pre-admission through graduation including transfer and placement. There is no cost for these services.

Every student is assigned a faculty advisor who assists the student with specific course planning and registration.

Students may come to the counselor's office at any time when a personal problem arises which could affect his progress in school. Faculty members encourage students to use this service.

Pitt Technical Institute provides job placement service to each student who successfully completes his course of study. The Placement Office maintains a current file of prospective employers and provides these employers with personal data sheets on students meeting the job demands. Representatives from business and industry from a wide geographical area come to the campus each spring to interview prospective students.

The Institute does not provide housing facilities for students, either on- or off-campus. The Institute will aid a student in securing suitable housing, however, but has no responsibility other than as a go-between for student and landlord.

The Institute provides vending machines that dispense sandwiches, cakes, candies, soft drinks, and other sundries. No eating establishment is maintained on campus.

The Student Government Association serves to promote interest in student affairs on- and off-campus. Recommendations

from this Association may be made directly to the Administration. Faculty advisors to the Student Council serve as intermediaries for relaying to the Administration other worthwhile student suggestions.

Faculty and Staff

Pitt Technical Institute qualifies for 42 curriculum teaching units and 35 teaching units, a total of 77 teaching units for the school year 1972-1973.

The Institute's faculty and staff are highly qualified as shown by degrees, experience and personal qualities.

For Winter Quarter 1971-1972, there were 24 faculty members in the technical faculty division. All of the technical faculty have completed their Bachelor's degrees and 63 percent have completed their Master's degrees. One faculty member has completed his L.L.B. Of the remaining faculty members who do not hold Master's degrees, 50 percent are presently working toward one.

All ten of the related subjects faculty have completed their Bachelor's degrees and 63 percent have completed their Master's degrees. Of the remaining faculty members who do not hold Master's degrees, 66 percent are presently working toward one.

Of the total of 13 faculty members in the vocational division, five have completed their Bachelor's degrees. One faculty member has an A.A. degree; two of the remaining faculty members are working toward their Bachelor's degrees, and four hold certificates in their fields.

Facilities

The facilities consist of two buildings on-campus totaling approximately 67,000 square feet. Due to crowding of these facilities, it has been found necessary to use five rooms owned by the Pitt County Board of Education at Robinson Union School in Winterville. Housed in these rooms are classroom and shop space for curriculum programs in Farriering, Heating and Air Conditioning, Electrical Installation and Maintenance, and some additional extension programs.

Curricula

TECHNICAL

Agricultural Business Technology	Design
Agricultural Chemicals Technology	Electronic Data Processing
Air & Water Resources Technology	Electronics Technology
Architectural Drafting Technology	Mental Health Associate
Commercial Art & Graphic	Police Science
	Business Education
	Accounting
	Business Administration
	Secretarial

VOCATIONAL—AUTOMOTIVE MECHANICS

Electrical Installation & Maintenance	Machinist
Electronics Servicing	Masonry
Farriering	Mechanical Drafting
Heating & Air Conditioning	Practical Nurse Education
	Teacher Assistant

In addition to the curriculum offerings, a Guided Studies Program has been implemented in an attempt to remedy deficiencies with which many students enter various curriculums.

The school is accredited by the Southern Association of Colleges and Schools and is now undergoing a self-study for reaffirmation of membership in this Association.

RANDOLPH TECHNICAL INSTITUTE

P. O. Box 1009

Asheboro, North Carolina 27203

History

Randolph Technical Institute began operation in 1962 as a joint city-county industrial education center under the direction of the Division of Vocational Education, State Department of Public Instruction. In 1963, the General Assembly established a State-wide System of Community Colleges which Randolph Technical Institute became part of at that time.

Students

With an initial enrollment of 75 FTE's in 1962, the growth of the Institute has increased steadily; the budget for 1972 is based on an enrollment of 830 FTE's.

Admissions, counseling, testing, and financial aid are provided to the student body through the Student Personnel Services. The Institute participates in the College Work-Study Program, College Loan Foundation, Veterans Administration benefits, and State and federal rehabilitation agencies.

Faculty and Staff

Randolph Technical Institute presently employs 37 full-time faculty and staff, not including clerical, maintenance, and custodial personnel. Although the number of part-time faculty varies, an average of 80 instructors are employed throughout the year, with teaching responsibilities in curriculum or continuing education programs.

Facilities

Randolph Technical Institute provides a classroom, laboratory, and administrative complex of approximately 44,000 square feet of floor space valued at \$785,000 on 25 acres of land. Plans call for an addition of approximately 16,000 square feet at a value of \$285,000 to be completed prior to July, 1973. In addition, a storage building valued at \$10,000 and a greenhouse for support of the instructional programs are located on-campus.

Appropriate equipment valued at \$499,975 is provided to support the instructional programs.

To further meet the educational needs of the area, many classes are held off-campus in public schools, churches, community buildings, and other suitable buildings.

Curricula

Randolph Technical Institute offers 17 programs designed to meet the needs of the young people and adults of the community. Emphasis is placed upon continued community service to the business and industrial community in offering occupational education that will prepare a person for entry into the world of work. These programs of instruction are as follows: Two-year Associate in Applied Science Degree Programs in Accounting, Business Administration, Commercial Graphics, Drafting and Design Technology, Electronics Engineering Technology, Floral Design Technology, General Office Technology, Interior Design, Photography, Secretarial Science (Legal), and Secretarial

Science (Executive) ; Diploma Programs in Automotive Mechanics, Electrical Maintenance, Machinist Trade, Practical Nurse Education, and Welding.

In addition to the above curricula, the Institute has the freshman year of general college courses in cooperation with the Extension Division of the University of North Carolina at Greensboro.

RICHMOND TECHNICAL INSTITUTE

P. O. Box 1189

Hamlet, North Carolina 28345

History

Richmond Technical Institute was formally established in April, 1964. In November of that year, taxpayers of Richmond County gave positive evidence of their support by authorizing a \$300,000 bond issue for construction of the Institute's first building and a tax levy for maintenance.

Taxpayers reaffirmed their support in 1968 by overwhelmingly approving a \$500,000 bond issue for construction of a second building and renovations in the original building in order to accommodate the Institute's rapid growth.

Prior to occupation of the permanent campus in 1967, RTI operated in six temporary facilities scattered throughout its primary service area. Begun on this "27-mile campus" were a number of adult education programs, a fundamentals learning laboratory, and many extension courses. The first graduates of a full-time curricular program were Practical Nurse Education students at Scotland Memorial Hospital (Laurinburg), a program for which RTI assumed control in 1965.

A 25-acre lake accents the rolling 160-acre campus of Richmond Technical Institute, located off U. S. Highway 74 between the two largest population centers of Richmond County (Rockingham and Hamlet). The four-lane highway, which intersects with U. S. 1 and other major transportation arteries, provides easy access for all students from the Institute's primary service area.

The following steps toward the future have received RTI's encouragement and assistance:

1. An intensive study of practical remedial programs, financed by institutional development funds, results in the development of plans for more self-paced study programs to help lower the dropout rate.
2. Research development grant is used to create three prototype Veitch Diagram Demonstrators (a teaching aide developed by an RTI student).
3. A joint computer center, approved and funded by Richmond County governmental bodies and public agencies, will be established on-campus. Feasibility study made and official approval granted during the year.
4. Richmond County Historical Society designates RTI's Library as the official depository and source center for historical documents, research, and data on the county's past.

Students

1. Curriculum headcount of full-time students reached a new high (774).
2. About 50 percent of these students received financial assistance.
3. Over 650 prospective employers were contacted about graduating students; 20 sent recruiters to campus for interviews with students from every curriculum.
4. RTI served 51 disadvantaged or handicapped students. Through contacts with 88 high school dropouts, half were persuaded to continue their education.
5. Alumni Association formed by 30 "old grads" this spring.
6. Over 7,800 (duplicated head count) enrolled in 325 Continuing Education classes.
7. Adult Basic Education classes, operating at 11 different locations, served a record 178.
8. Students in 15 area high schools learned about RTI through 55 presentations. Over 1,300 high school students toured RTI. Mail contacts were made with 300 veterans and 1,700 high school seniors.

9. About 75 percent of those completing Manpower Development Training Programs administered by RTI were placed in entry-level jobs.

Faculty and Staff

1. Twenty-five full-time, 10 part-time instructors taught in curricular programs.
2. Approximately 200 part-time instructors employed for Continuing Education classes.

Facilities

Completion and occupation of a second building this year:

1. Makes adequate quarters on campus for the vending and automotive mechanics classrooms and shops.
2. Provides students with spacious lounge for dining and recreation.
3. Doubles library facilities, thereby increasing study and research area as well as expansion of book collection and audiovisual aids.
4. Doubles campus learning laboratory space. (Part-time labs are also operated in two Scotland County schools.)
5. Increases physical plant by 38,500 sq. ft., making a total of 80,000 sq. ft.

In addition to campus facilities, RTI operated the Practical Nurse Education program in facilities at Scotland Memorial Hospital, and the MDT Program in rented facilities in Rockingham.

Curricula

1. Two new curricula have been instituted: a 36-month Veterans Cooperative Farm Training Program and a three-quarter Industrial Laboratory Assistant Program, thus raising curricula to seven two-year programs (including General Education) and seven one-year vocational programs.
2. Two more curricula are set up to begin in the fall quarter: Welding, and Business Administration (Accounting Option).

ROANOKE-CHOWAN TECHNICAL INSTITUTE

P. O. Box 548

Ahoskie, North Carolina 27910

History

Roanoke-Chowan Technical Institute was authorized by the 1967 General Assembly. Trustees were appointed and a president was elected in August of that year. Administrative offices opened in September and the doors were opened to students on November 14, 1967. This Institute was fully chartered July 1, 1971, and is currently operating with a 12-member Board of Trustees. It has grown from a small staff, faculty, and a limited curriculum to technical status.

The Institute is located in Hertford County near the village of Union and near the center of the county. The location is almost equidistant from the growth centers of Murfreesboro and Ahoskie. This site is near the geographical center of a four-county area commonly referred to as the Roanoke-Chowan section of the State—Bertie, Gates, Hertford, and Northampton.

Students

Roanoke-Chowan Technical Institute enrolled 281 full-time students in vocational and technical curriculums during this past year. This Institute enrolled over 6,500 students in continuing adult education during the past year.

RCTI operates as an open-door institution with the following reasonable charges: Per quarter for in-State students: \$32; out-of-State students: \$100. Activity fee for all is \$5 per quarter.

Counseling is available at all times for all students. Testing is provided by an extensive program of achievement and individual testing. The results are used in counseling before program choice, for classroom placement, and for other diagnostic purposes.

Financial assistance is available for all who are in need. Programs of financial aid include: Veterans Administration benefits, Work-Study (State and federal), College Foundation, State Vocational Loans, Vocational Rehabilitation, National Defense Student Loans, Equal Opportunity Grants, Manpower Development Training Act (individual referral), social services, Social Security and scholarships.

Student services other than the above include: food service, student lounge, student government association, intramural athletics, social affairs, and interscholastic athletics.

Every effort is made by the Institute to help students find employment.

Faculty and Staff

1 Librarian, 2 1/2 Learning Lab personnel, 2 1/2 Automotive Instructors, 5 Business Education, 2 Cosmetology, 2 Drafting, 2 1/2 Electronics, 2 Instrument, 2 Practical Nursing, 1 Light Construction, 1 Welding, 2 1/2 Related Subjects, 1 Food Preparation.

1 President, 1 Director of Student Personnel, 1 Director of Instruction, 1 Evening and Extension Director, 1 ABE Director, 1 Business Manager, 1 Acting Registrar, 1 Counselor, 1 Bookkeeper, and 4 Secretaries.

Facilities

Roanoke-Chowan Technical Institute is located on a site of 37 acres. Presently, there are 11 buildings in use on the campus. All structures are classified as "temporary". These facilities have 24,000 square feet of floor space.

Funds have been made available and plans are being drawn for a building project consisting of one multi-purpose building and one vocational shop building. This project is estimated to cost \$1,500,000, and will give RCTI its first permanent facilities.

Curricula

Degree programs are offered in Architectural Technology, Business Administration, Executive Secretarial, General Office Technology, and Instrumentation Technology. Diploma programs are available in Automotive Mechanics, Cosmetology, Mechanical Drafting, Electronics Servicing, Light Construction, Practical Nursing, and Welding. Certificate Programs in Nurse's Aide and Food Preparation are provided.

A total of 336 classes with a total membership of 5,028 were conducted in Trades, Vocational and Community Service Curricula. A total of 100 classes with 1,614 enrollees were conducted in Adult Basic Education, Disadvantaged & Handicapped, and

Manpower Training. The Learning Lab had a total of 120 enrollees in the General Education Development, adult education, and general interest courses.

ROBESON TECHNICAL INSTITUTE

P. O. Box 98

St. Pauls, North Carolina 28384

History

Robeson Technical Institute officially opened its doors on July 1, 1965, and in the fall of 1967 became an independent institution operated through a contractual arrangement with the Robeson County Board of Education. A local Board of Trustees was appointed and consisted of eight members, four appointed by the Robeson County Commissioners. On July 1, 1971, the Institute's legal status changed to a chartered institution, with the number of trustees increased to twelve, the additional four members being appointed by the Governor in accordance with law.

Students

During 1971-72, 502 students were enrolled in full-time curricula. In addition to these students, nearly 5,000 other individuals were reached educationally through other programs at the school: Learning Laboratory, Adult Basic Education, extension courses, a course at the Prison Camp. For these programs, there were centers all over Robeson County. In 1970, RTI qualified to administer the GED (General Educational Development), thus providing students who do not hold a high school diploma with the means of meeting qualifications for a diploma.

Through Student Services, approximately 60 percent of the full-time student body received financial aid from various sources this year. The student aid fund has reached the \$7,000 mark for the last two years, and has provided local aid for approximately 45 students each year. A steady growth in enrollment reflects the constant public relations efforts and community service provided by the Institute. A student government organization, beginning in 1966, has grown to real participation in school affairs through service on advisory committees and sponsorship of special programs for students, athletic and social functions. A schedule of two activity periods a week has pro-

duced more student participation in all activities and a decided improvement in school spirit. The Student Services office is open five days and four nights a week, extending services to anyone upon request.

Faculty and Staff

During the 1971-72 school term, Robeson Technical Institute had an administrative staff of 31 employees, 30 full-time faculty members, and 126 part-time faculty members.

Facilities

The buildings of the former Barker-Ten Mile School have been renovated and adapted to meet the increasing needs. Six new buildings have been added and two mobile units are being utilized.

Robeson Technical Institute is having growing pains; and to provide relief, a new campus is in the process of being built. The new campus, projected for use in the summer of 1973, is located north of Lumberton at the intersection of Highways 301 and I-95. The new campus includes 70 acres of land which is sufficient area for present needs and expansion. Funds in the amount of about \$1,500,000 have been obtained for the construction of the new building and equipment. These funds, obtained from the Economic Development Administration, Coastal Plains Regional Development, and Robeson County Board of Commissioners, will only be able to provide for a portion of present curriculum courses in addition to learning resources, student lounge, and administrative areas. Additional buildings and parking areas will be constructed when more funds are available. The present campus will continue to be used for educational programs for which space is not available at the new campus.

Robeson Technical Institute has experienced seven years of steady growth and development. The construction of a new physical plant will enable the implementation of new educational opportunities which will enhance the educational services to the citizens of Robeson County.

Curricula

From the very beginning, Robeson Technical Institute began to fulfill its purpose of providing education at the adult level for all interested persons in Robeson County. It offered two

full-time curriculum courses for high school graduates: Farm Machinery Mechanics, a one-year program leading to a diploma; and Secretarial Science, a two-year program leading to a diploma or to an Associate degree.

During that first year, the Learning Laboratory, designed to provide educational opportunities to adults at their convenience and to meet their needs, came into existence. Also developed during the first year were extension courses for upgrading skills, for personal enrichment, and for improving basic education. Classes for training in new or expanding industries were begun. The school was assigned programs under the Manpower Development Training Act.

During the latest year, 1971-1972, the seventh year of RTI's service to the county and the area, there were 15 full-time curricula: four at the two-year level; ten at the one-year level; and one as a development program to upgrade basic skills. This number is being increased in the coming year by the addition of three one-year programs: Air Conditioning and Refrigeration, Machinist Operator, and Sewing Machine Operator. In-plant training courses were offered in 600 plants of the county.

ROCKINGHAM COMMUNITY COLLEGE

Wentworth, North Carolina 27375

History

Located near historic Wentworth, Rockingham Community College is a public, comprehensive institution serving the post high school and adult educational needs of the 70,000 citizens of Rockingham County. The College is a part of the North Carolina System of Community Colleges. Enabling legislation, passed by the General Assembly in June, 1963, was followed in July by an application from local leaders requesting authorization to establish the College. In November, 1963, county citizens voted favorably in a bond referendum for local funds for building construction and general operations. In December, 1963, the State Board of Education approved establishment of the institution and it was chartered.

Dr. Gerald B. James was appointed President in April, 1964. Under his leadership early planning of staff and campus began. Contracts for construction of the first four buildings were let in

December, 1965. First faculty reported in the summer of 1966 and on October 4, 1966, classes began.

The first issue of the College newspaper, *The Rock*, was published in November, 1966. Organization of a student government association also took place that month. An independent faculty organization, the Faculty Senate, was founded in March, 1967. The College seal was adopted in June, 1967, and the first class was graduated in August, 1967.

More recently, two buildings have been added to the campus. In October, 1969, the Physical Education Building was completed; and in honor of the man who spearheaded the fund raising campaign, was financed entirely from contributions from seven major industries of the area and matched by contributions from citizens.

Students

Attending Rockingham Community College during the 1970-71 school year were 6,228 different individuals. Over 4,500 were enrolled in extension programs and over 1,500 were enrolled in curriculum programs, including 843 in college parallel, 544 in technical, and 245 in vocational. Eighty-eight percent of these students resided in Rockingham County. During the 1970-71 fiscal year, the College made financial aid awards of \$110,993.00 to 208 students.

The College offers a wide range of opportunities for students to explore and develop their own specialized interests. Students share in College government; have their own Student Government Association; and may take part in clubs, student publications, dramatics, and a College chorus. Students participate substantially in planning the activities of the H. W. Whitcomb Student Center. The College has an active intramural athletic program and is experimentally planning inter-collegiate basketball competition in 1972-73.

Faculty and Staff

Faculty and staff consist of about 90 persons selected carefully through use of appropriate criteria. Currently, there are eight Doctorates, 49 Masters, 17 Bachelors, and five Associate degrees held by the faculty and staff.

Facilities

The programs and activities of the College are currently housed in six buildings located on a 240-acre site near Wentworth. Included are a laboratory building (1966), vocational building (1966), classroom building (1967), learning resources center (1968), physical education building (1969), and a student center (1971). A master plan is on display at the College administrative offices. The total capital investment in physical facilities approaches \$5,000,000. The buildings are of a contemporary style constructed of steel and brick on block.

Curricula

The College strives to meet educational needs of citizens 18 years of age or older:

- through programs ranging from literacy education to sophomore level college study.
- through occupational programs leading directly to employment or employment advancement.
- through courses and activities in response to requests from citizens wishing to benefit themselves or their community.
- through a cluster of human development services, including counseling, advisement, and learning difficulty diagnosis, designed to help individual students achieve long-range goals.

The College awards Associate in Arts and Science degrees to college parallel students, Associate in Applied Science degrees to two-year occupational students, diplomas to one-year occupational students, and certificates for other college study.

The college is fully accredited by the Southern Association of Colleges and Schools.

ROWAN TECHNICAL INSTITUTE

P. O. Box 1555

Salisbury, North Carolina 28144

History

Rowan Technical Institute, located on a 92-acre site at the southeast edge of Salisbury on I-85, has experienced a steady

growth since the opening of its doors in 1963. Rowan County citizens voted a \$500,000 bond issue to construct the original building and have since overmatched capital improvement funds available from State sources.

Citizens of the area are actively engaged in the many educational affairs as well as the cultural functions held on the campus. More than 100 citizens serve in advisory capacities to the administrative and instructional staffs.

The 12-member Board of Trustees is engaged in a long-range study to determine student potential and the buildings necessary to house them.

Students

Students pursuing trade and technical courses come largely from Rowan, Cabarrus, Stanly, Davie, and Iredell counties; these counties account for 80 percent of the students. Another 16 percent are from other North Carolina counties, with only 4 percent from out of the State. Approximately 13 percent of the students are black.

Sixty percent of the curriculum student body are in the two-year Associate Degree Programs, 28 percent in skill trades, and 12 percent in health occupations.

Sixty-four percent of Rowan Tech students are employed, with 44 percent holding full-time jobs. The age range of students entering is from 17 to 70. Slightly more than one-half are either 18 or 19 years of age.

Currently 4.8 percent of the student population receives some type of financial assistance. Veterans and dependents (i.e. widows) account for 31 percent of those receiving aid.

Faculty and Staff

During the 1971-72 fiscal year, 55 professional staff and full-time faculty were employed. Throughout the year, another 125-150 individuals were employed to teach a wide variety of courses on a part-time basis.

Facilities

Rowan Tech has three buildings totaling 87,000 square feet of floor space. The buildings are of functional modern design.

All instructional areas are accessible without steps or elevators.

Facilities are provided for a number of civic, social, and cultural activities which benefit the communities of this service area.

Through a cooperative arrangement with the Cabarrus County School System, classrooms and space for a learning laboratory are made available for the exclusive use of Rowan Technical Institute at the Cabarrus County Vocational Center.

Curricula

Vocational, technical, and health occupations programs leading to the Associate in Applied Science degree or diploma are offered at Rowan Tech. Twenty different curricula are offered. In addition, a wide variety of occupational upgrading courses, basic education for adults, and general interest courses are available. Particular emphasis has been placed on the health occupations, with courses for the medical doctor, registered nurse, practical nurse, and sub-professional hospital workers.

Fire and safety engineering technology is the one unique program not found elsewhere in the State. Graduates from this program find employment with insurance companies, underwriters, or in industry.

SAMPSON TECHNICAL INSTITUTE

P. O. Drawer 318

Clinton, North Carolina 28328

History

Sampson Technical Institute, located at Clinton was established in September, 1965, under provisions of the General Statutes of North Carolina, Chapter 115-A, as an extension unit of Wayne Technical Institute. By act of the 1967 General Assembly, Sampson Technical Institute became an independent unit.

Full State accreditation has been awarded the Institute, and the Southern Association of Colleges and Schools granted it correspondence status in 1971. Further accreditation has been given by the Veterans Administration, the North Carolina State Board of Nursing, and the North Carolina State Board of Cosmetic Arts.

Students

The student is paramount at Sampson Technical Institute and a variety of aid is available to facilitate student enrollment. Over 25 scholarships are available, the school is approved for use of veterans' benefits, and student loan funds and economic opportunity grants are also available. Lastly, the Institute employs a number of students on a work-study basis. In addition to financial aid, the school supports a wide range of activities for students, including basketball and a student government association.

The Institute's programs served a student enrollment of 880 for the spring of 1970-1971 as compared to the 1965 enrollment of only 30.

Faculty and Staff

An original staff of two has been enlarged to include a teaching faculty and staff of over 50 full-time professionally trained personnel.

Facilities

From its beginning with one office and one classroom in the Sampson County Board of Education Building, the Institute has grown into its own campus located on Highway 421, six miles north of Clinton. The school has made such remarkable progress in growth and service that the 29,000 square feet of floor space on the present campus is totally inadequate.

To remedy the space shortage, a bond issue totalling \$500,000 was passed by the county in 1972, thus enabling the Institute to acquire \$495,000 in matching funds from the State. Hopefully, other funds may be secured from the Economic Development Administration and Coastal Plains Commission. A total of over \$2 million will probably be available for the construction of an entirely new physical plant on Highway 24, west of Clinton.

Curricula

The Institute offers a number of curricula: Registered Nursing, Recreation Therapy, Business Administration, General Office, Executive Secretarial Science and Agricultural Science. In addition, there are two-year Associate Degree programs and a

number of vocational programs of one or two years in length. The vocational programs are: Automotive Mechanics, Electrical Installation and Maintenance, Air Conditioning, Drafting, Electro-Mechanical, Cosmetology, and Welding.

Lastly, the Institute has a General Education program in a contractual relationship with Campbell College which allows the student to complete up to two years of college work at Sampson Technical Institute.

SANDHILLS COMMUNITY COLLEGE

P. O. Box 1379

Southern Pines, North Carolina 28387

History

Sandhills Community College, located in Southern Pines, was established in December, 1963, under authority of the 1963 Community College Act. Following the leadership of Representative H. Clifton Blue, Moore County citizens petitioned the State Board of Education and obtained approval to establish a community college in the county. A million dollar bond issue for construction and a tax levy for operation and maintenance of facilities were voted. Before the end of 1963, the Board of Trustees had been named, an organizational meeting had been held, an architect selected, and Dr. Raymond A. Stone chosen as the first president of the College.

In 1964, construction of facilities was begun on 180 acres of land given by Mrs. Mary Luman Meyer of Pinehurst. Temporary administrative offices, a learning laboratory, and library were established in downtown Southern Pines. Classes began on October 1, 1965, with an enrollment of 384 students, located initially in the Southern Pines High School during the afternoon and evening hours and in eight other locations in Southern Pines.

In the spring of 1966, classes were moved into the newly completed science building; and in the fall of that year, the entire College moved to the new campus. By the end of 1966, the automotive and maintenance building was completed and occupied. The horticulture building and greenhouses were constructed by the fall of 1969. Landscaping, construction of the athletic field, and development of a watering system for upkeep of the grounds were next accomplished, the latter being completed in the spring of 1970.

In 1968, an additional 50 acres of land were given to the College by Mrs. Meyer. During this year a 2 1/2-acre tract of property in Southern Pines containing a private dwelling was also given to the College.

The latest building addition, financed with private funds, was completed in the spring of 1972. This consisted of roofing over the open courtyard of the student building which provides 5,480 additional square feet of space for use as a dining hall, assembly area, and as an auditorium for music and drama presentations.

In addition to the permanent buildings, the ever-expanding need for additional classroom and faculty office space has necessitated the purchase of two classroom and three office trailers. Some renovations and modification of existing buildings have been made to accommodate additional administrative personnel and equipment.

From its inception, the College has received its operational financial support from three primary sources: State, Moore County, and private gifts and donations. In addition to those federal funds received through State allocation, federal funds are received directly in support of particular programs.

Students

Moore County students have consistently comprised approximately 40 percent of the student body and are given a priority over those from other counties or states for registration. The number of students registered from 45 counties and 23 states has now reached 1,374. Two percent of the students are from out of State. The open door policy, although strained for lack of teaching space, continues to be followed.

During the last year of the biennium, overall fall enrollments increased from 1,247 to 1,374, a gain of 10 percent. A comparison of students registered in the Fall Quarters of 1970 and 1971 indicates the following trends: an increase of 83 percent taking night classes; an increase of 40 percent attending college while working full-time; and an increase of five percent in non-white students. Financial aid to students increased from \$89,442, benefiting 145 students in 1970-71, to \$110,000, benefiting 205 students in 1971-72. Enrollment in adult education programs continues to increase, having expanded from 4,720 to 5,757 during the biennium.

Faculty and Staff

The number of faculty and staff has increased from 101 to 117, 15+ percent, in order to accommodate additional students and programs. The following kinds and numbers of degrees are presently held: Ph.D. 8, Master's 62, Bachelor's 15, and no degree 3. During the past seven years, the number of faculty has increased from 27 to the present 81.

Facilities

Present facilities include an administration building which houses the main administrative offices, library, learning resources offices and equipment, learning laboratory, audiovisual and language laboratories, and classrooms. The science building contains classrooms, science laboratories, and special facilities for teaching nursing, art, ceramics, engineering drafting, and adult education. The student building contains dining facilities, student lounge, bookstore, physical education facilities, data processing equipment and several offices. The automotive and maintenance building serves as a teaching facility and contains college maintenance shop space and storage areas. The horticulture building houses offices, classrooms, laboratory, greenhouses, and storage areas. The horticulture building houses offices, classrooms, laboratory, greenhouses, and storage space for repair and maintenance of equipment. There are three office trailers and two classroom trailers. In addition, the College has a well-developed athletic field and two small lakes on the campus.

Curricula

The following major changes and additions have been made: Auto Mechanics, Civil Engineering Technology, and Data Processing Programs extended from one to two years; new programs inaugurated in Practical Nurse Education and MDTA, an experimental tutorial instructional program (TIP) in Business Education completed; the Associate Degree in General Education added; and plans 90 percent completed for commencing a two-year Medical Laboratory Technician Program in the fall of 1972. Plans have been completed for the inauguration of an Architectural Technology Program and Construction Trades Programs to commence in the fall of 1972.

Institutional long-range planning is now two-thirds complete. An institutional self-study, required by the Southern Association

of Colleges and Schools, was completed and examined by the Association visiting team in March, 1972.

SOUTHEASTERN COMMUNITY COLLEGE

P. O. Box 151

Whiteville, North Carolina 28472

History

Southeastern Community College was authorized by the 1963 General Assembly under Chapter 115A, General Statutes of North Carolina. The College, located in Columbus County, serves the five counties of Columbus, Bladen, Robeson, Brunswick, and Pender.

The first president was appointed in 1964 and immediately began the development of the new institution. In January, 1965, the first classes were started under the Adult Education Division, followed in February by the first Technical-Vocational classes. In July, 1965, the College opened in a temporary location in Chadbourn and the first freshman class enrolled in September of that year. The College moved to its permanent location with the new buildings in late August, 1967, in time to open the 1967-68 academic year.

The permanent campus is located on a 106-acre tract on Highway 74-76 between Whiteville and Chadbourn. One hundred acres of the site was donated to the College by Arthur W. Williamson of Columbus County. The Board of Trustees, the citizens, and local and State governmental bodies have cooperated and supported the establishment and development of the institution.

On November 29, 1967, full accreditation was granted the College by the Southern Association of Colleges and Schools. Southeastern was one of the first three of the North Carolina Community College institutions so recognized. On December 1, 1971, following a two-year self-study, the Southern Association re-affirmed accreditation for a ten-year period, effective until December, 1981.

Students

During the Spring Quarter, 1972: 53 percent of the students were in the College Parallel Program; 30 percent, Technical

Programs; and 17 percent, Vocational Programs. By race, 74.3 percent of the students were white; 5.2 percent, Indian; 20.5 percent, Negro. Of the 132 students graduating in the College Parallel Program in June, 1971, 82 percent transferred to 17 senior institutions. A majority, 88 percent, of the students come from Columbus, Bladen, Brunswick, and Robeson counties—all show median family incomes below \$3,000 per year. Those from Columbus County (59%) showed a per capita income in 1969 of \$1,823 and a family average income of \$5,846. Sixty-four percent of the students come from families with incomes under \$6,000. Total financial aid awarded during fiscal year 1971 was \$150,389 to 48 percent of the students.

The Southeastern Community College Foundation, composed of trustees and prominent citizens in the service area, have raised approximately \$20,000 annually to be used primarily as matching funds for student financial aid grants from the federal government.

Faculty and Staff

The full-time faculty consists of 31 instructors in College Transfer Programs and 31 in Occupational Programs. These 62 instructors represent post-graduate study at twenty different universities in this country and abroad. All of them meet the accreditation standards of the Southern Association. The total full-time staff of the College including administrative, clerical, instructional, counseling, and maintenance is approximately 130.

Facilities

The College presently has five buildings representing an investment of approximately \$2,000,000: (1) the main building contains the Learning Resource Center, classrooms, and administrative offices; (2) the technical building houses most of the occupational programs in shops, laboratories, and general classrooms; (3) the auditorium building contains a teaching auditorium, music department, art department, and audiovisual center; (4) the science building contains laboratories for biological and physical science as well as general classrooms; (5) the general purpose building contains the Programmed Instruction Center, a student lounge with food service, general classrooms, and a gymnasium for physical education classes.

A new building under construction will contain four regular classrooms in addition to the bookstore and shop areas.

Mr. T. Elbert Clemmons, a native of Columbus County, who has retired after a very distinguished career with IBM, has donated over a quarter of a million dollars in trust funds to the College for future growth and development.

Curricula

The College Transfer Programs include: a Basic College Program, Liberal Arts, Agriculture, Business Administration, Business Education, Education Program, Engineering, Mathematics, and Science.

The Occupational Programs include two-year programs in Nursing, Vocational Instruction, Accounting, Business Administration, Executive Secretary, and Electronics. It also includes one-year diploma programs in Air Conditioning and Refrigeration, Automotive Mechanics, Auto Body Repair, Cosmetology, Diesel Mechanics, General Construction Industry, Practical Nursing, Child Development, Radio and Television Servicing, and Welding.

SOUTHWESTERN TECHNICAL INSTITUTE

P. O. Box 95

Sylva, North Carolina 28779

History

Southwestern Technical Institute is an institution of the System of Community Colleges, chartered by the State Board of Education in 1967. Initial classes began in November, 1964, as a unit of Asheville-Buncombe Technical Institute. The institution became a chartered, independent technical institute in January, 1968. Twelve trustees constitute the policy making group of the institution, four appointed by the Governor of the State, four appointed by the Board of Education of Jackson County, and four appointed by the County Commissioners of Jackson County. Three trustees reside in and represent Macon County; two are from Swain County; one, from the Cherokee Indian Reservation; and six, from Jackson County.

The institution is supported financially at the local level by Jackson, Macon, and Swain Counties. The primary local sup-

port comes from a five cents ad valorem tax levy per \$100 evaluation from Jackson County. Macon County's budgeted share for the year 1971-72 was \$9,600 and will increase to \$11,235 in 1972-73. Swain County's share for 1971-72 was \$7,500 and will increase to \$9,625 in 1972-73.

In 1969, the institution gained correspondent status with the Southern Association of Colleges and Schools and was accepted in December, 1971, as a fully accredited member. The State Board of Education accreditation was awarded to the Institute in January, 1972.

Students

During the fiscal year 1971-72, Southwestern Technical Institute administered \$44,400 in student financial aid. A total of 82 students received loans, grants, work-study, scholarships, or a combination of these ranging from \$10 to \$2,165. During this same time interval, other agencies within the service area of the Institute contributed a total of \$13,452.17 in financial aid to the students.

Faculty and Staff

The institution is staffed by residents of Jackson, Macon and Swain Counties, thus making the entire operation and service a comprehensive, cooperative venture in serving the occupational and career training needs of the citizens in this region of Southwestern North Carolina. In June, 1971, the total staff included 53 full-time and 52 part-time employees. By May, 1972, the numbers were 54 full-time and 69 part-time.

Facilities

The Institute is located on a 55-acre tract of land, formerly county owned, on the Webster Road approximately one mile from Webster and two miles from Sylva. The campus includes two buildings valued at \$638,000 and containing some 44,800 square feet of floor space. This space is utilized as follows: 8,088 square feet of classrooms; 8,439 square feet of laboratories; 2,862 square feet of library space; 3,903 square feet of office space; 2,275 square feet of shop space; and 3,786 square feet of space used for recreation, storage, workrooms, conference room, waiting room, bookstore, and lounge area. A third build-

ing with approximately 15,000 square feet is planned for construction in 1972-73.

Construction costs have been possible because of the splendid local support. Land valued at \$55,000 was donated by the county. "A" Building, 14,000 square feet, was constructed by an MDTA Masonry Class and local funds of \$95,500. "B" Building was funded by local funds—\$216,900 (\$200,000 bond and \$16,900 local capital funds), E.D.A. Funds of \$274,500, and State Equipment Funds of \$61,000.

Curricula

Degree Programs

Accounting
Business Administration
Commercial Art &
Advertising Design
Early Childhood Specialist
Environmental Technology
General Education
Recreation Technology
Secretarial Science

Adult Basic Education
New Industry Training

Occupational Extension
General Adult Education

Diploma Programs

Auto Body Repair
Automotive Mechanics
Carpentry
Child Care Worker
Cosmetology
Electronic Servicing
General Masonry
Plumbing and Pipefitting
Practical Nurse Education
Surveying

Learning Laboratory
Manpower Development
Training

Several special services are a part of the total operation of STI. These services add greatly to the comprehensiveness of the instruction offered to the citizens of Southwestern North Carolina. The more significant of these are:

A mobile classroom, the primary purpose of which is to serve those individuals in remote reaches of our service area who cannot conveniently attend group classes at regularly scheduled location. Presently two classes are running from this mobile unit: Burningtown Head Start Center and Union Otto Head Start Center, both in Macon County; electrical hook-ups are available at these two centers, and at four other locations: Morgan's Store at Kyle; Highlands School; Cashiers School; and Nantahala School.

The development studies program has many facets: it helps prepare people for their high school equivalency tests; it is used to help correct deficiencies so students can enter a curriculum course, or become better prepared for a job opportunity; work is done with the handicapped and disadvantaged in the academic area, either for the enrichment of the students or, if educable, to help place them in a training situation suitable to their ability.

Cooperative Education at STI is designed to enrich the student's education through a work experience and at the same time provide financial support to continue his education. To get this program underway immediately, the Summer Quarter is being used for co-oping which ties in with the peak industry period for this section. Three curricula are now involved in Cooperative Education and others are being studied for possible inclusion in the program.

For the handicapped and disadvantaged, the Institute has worked with the County Home residents; provided instruction for the Southwest Sheltered Workshop in Franklin; and provided classes for patients at the Mental Health Center in Cullowhee. A large amount of materials and equipment has been bought for the teaching of reading, and special equipment for use on-campus of handicapped students to assist them in the classroom. Closer working relationships have been created with supportive medical services in Western Carolina University and community.

In addition, the Institute attempts to upgrade its services to its citizens through cooperative programs with Western Carolina University, the Title III consortium with Appalachian State University, and a newly created consortium effort with four other technical institutes in the general geographical area.

STANLY TECHNICAL INSTITUTE

621 Wall Street

Albemarle, North Carolina 28001

History

With the passage of the Community College Act in 1963, the General Assembly created the legal framework necessary for a Statewide system of technical institutes and community colleges. The actual establishment of Stanly Technical Institute began

with a study of this legislation by the local boards of education and the citizens of the county.

Locally, a number of educational groups and the County Commissioners of Stanly County met in late 1970 to study the feasibility of a technical institute to serve area residents. In early 1971, the County and City Boards of Education filed an application for the establishment of a technical institute. This application was approved by the Department of Community Colleges and the State Board of Education.

Stanly Technical Institute was officially approved by the Advisory Budget Commission and the Governor on September 10, 1971. The trustees were organized in September and appointed the first president to occupy the office on January 1, 1972. Actual operation of the Institute, however, began on December 7, 1971, the Winter Quarter of 1971, at a temporary site in Albemarle, the county seat of Stanly County.

The temporary location of the institution is in the South Albemarle secondary school building which was abandoned by the city schools approximately three years ago. On June 5, 1972, the Board of County Commissioners of Stanly County designated a new site, located within three miles of Albemarle and within both the geographic and population center of the county.

Changes for the Institute are sure to come in the years ahead. Of the 56 community colleges and technical institutes in North Carolina, Stanly Technical Institute is the most embryonic. It is the last two-year technical institute authorized by the 1971 General Assembly. In the years ahead, the master plan of Stanly Technical Institute calls for enrollment growth and a scheduled campus development.

Students

The Institute's open door policy accepts all students who are either 18 years of age or older, or have completed high school. Since the initial opening of Stanly Tech, in December 1971, over 1,000 people have responded to the educational program. Stanly Tech provides financial assistance and advice to students with financial needs. Assistance is available through grants, loans, and student employment. The importance of a strong guidance program through counselors, an advisor system, and the develop-

mental program in the learning resources center has received particular attention.

Faculty and Staff

At Stanly Tech, emphasis is placed on excellence in teaching. Instructors are carefully chosen for their mastery of subject matter and their dedication and ability in working with students. A complete faculty and staff, highly qualified with experience and preparation, are available to assist the students in their education. The faculty and staff are presently involving themselves in the study of curricula, standards, and library services. Both students and faculty serve on Institute committees.

Facilities

Stanly Technical Institute is located on a six-acre campus on the South side of Albemarle. Equipment is housed in four buildings totaling approximately 55,000 square feet of floor space. Shops and labs are available within these facilities. A gym on the campus is available for use in student activities. Two well-equipped nearby city parks are within one-half mile of the campus.

Curricula

The Institute offers six Associate Degree Programs and three Vocational Diploma Programs. In addition, there are many Certificate Programs of study offered. Stanly Tech also offers a full Extension Program for all segments of Stanly County. Stanly Tech's goal is to insure that a comprehensive curriculum exists for Stanly County residents.

Stanly Tech is seeking "Correspondent Status" with the Southern Association of Colleges and Schools. Since a new site now has been selected, this status should soon be awarded.

SURRY COMMUNITY COLLEGE

P. O. Box 304

Dobson, North Carolina 27017

History

Long before the publication of the Carlyle Report, citizens of Surry County became interested in establishing a community

college in the area. In 1962, the Mount Airy Lions Club appointed a five-member committee to study the possibilities and to communicate with the Division of Higher Education in Raleigh. This committee was expanded to include all major civic groups in the county.

Local news media endorsed the project and expressed wholehearted approval. By May, 1963, interest in a community college had reached a point that a county-wide meeting was held in Dobson to discuss procedural steps. Following the meeting, the Surry County Board of Commissioners and the boards of education of the county's school systems endorsed the community college project and initiated steps to make a county-wide study.

The Surry County Board of Commissioners appointed a 14-member Community College Steering Committee on August 5, 1963. This 14-member committee voted unanimously to complete the county survey and to submit an application to the State Board of Education at its December meeting for the establishment of a comprehensive community college for Surry County. The application was submitted and approved by the State Board on January 9, 1964. On November 2, 1964, I. John Krepick was elected President of Surry Community College.

In September, 1965, evening classes were offered on a limited schedule in the facilities of Surry Central High School in Dobson. In September, 1966, Surry Community College's first full-time freshmen students were attending classes, still in the borrowed facilities. This first-year enrollment of 220 has increased to a 1971-72 enrollment of 963.

In 1967, the College moved its operation to the new three-building campus on a 46-acre site within the city of Dobson. Additional land was purchased in 1968, increasing the campus size to 100 acres.

In 1971, I. John Krepick, President of the College from its inception, resigned and Dr. Swanson Richards, a Surry County native, was selected as Surry Community College's second president.

Students

Surry Community College operates under the open door admissions policy of the State Board of Education and the Department of Community Colleges.

Guidance for the student begins with an admissions interview. Immediately after registration, students meet with the faculty in their major course of study for an orientation to the entire curriculum. Each student is assigned to a faculty advisor who helps him select his courses in subsequent quarters. The Student Personnel Office helps students in all matters pertaining to transfer.

Part-time jobs are available on campus for students wishing to earn a part of their expenses. Jobs are assigned by the Director of Financial Aid to those students who are most urgently in need of help. A limited number of educational opportunity grants are available to students who qualify. Other scholarships and loan funds are available from the SCC Foundation, Veterans Administration, Vocational Rehabilitation, and several other agencies.

Faculty and Staff

The administrative staff is composed of the following: President, Academic Dean; Dean of Student Personnel with three counselors functioning as Registrar, Financial Aid Officer, and Student Activities Director; Dean of Evening Programs; Dean of Administrative Services; Director of Learning Resources with one reference librarian; and Director of Adult and Continuing Education with two assistants.

The 38 full-time faculty members are organized into five divisions, each under the direction of a division chairman. The groups are: (1) Business and Secretarial Science, (2) Language and Arts, (3) Science, Math, Health, and Physical Education, (4) Social Sciences, and (5) Technologies and Trades.

Facilities

Four buildings house the various programs offered at SCC. The Learning Resources Building houses the library, administrative offices, classrooms, bookstore, and combination snack bar and student center. The Science-Technology Building houses all business, science, and drafting and design classrooms and laboratories. All vocational shops are located in the Shop Building. A Physical Education Building, the only structure not a part of the original campus buildings, provides facilities for the athletic program. Counselors' offices are also located in this building.

Curricula

The College offers the following programs of study:

College Parallel Division
(Associate in Arts Degree)

Liberal Arts
Pre-Engineering
Pre-Education
Pre-Business
Administration

Vocational Division
(Diploma)

Automotive Mechanics
Welding
Cooperative Carpentry
Electrical Installation and
Maintenance
Drafting
Machinist

Technical Division
(Associate in Applied
Science Degree)

General Business
Management
Secretarial—Executive,
Medical, Legal
Agriculture Business
Electronics Technology
Drafting and Design
Technology
Nursing

The College was accredited by the Southern Association of Colleges and Schools in December of 1968.

TECHNICAL INSTITUTE OF ALAMANCE

411 Camp Road
Burlington, North Carolina 27215

History

The Technical Institute of Alamance opened its doors for the first time in the fall of 1959. At that time, the school was dedicated to extending educational opportunities in business, industry, and certain health occupations beyond the high school, thus providing a better trained manpower supply for Alamance County. Almost immediately it became evident that the approximately 32,000 square foot facility was inadequate to house properly the enrollment which far exceeded expectations. As a result, a two-story wing with 17,108 square feet of floor space was constructed and occupied in the fall of 1961.

Legislation enacted by the General Assembly increased the scope of the institution's offerings to include courses and programs to meet the general education and community service

needs of the community. Increased enrollment in occupational offerings and the addition of the general adult education programs resulted in increasing demands on the Institute's facilities.

Consequently another wing to the original building was completed in 1967. This 12,027 square foot addition alleviated space needs temporarily. A second floor was added to this wing in 1970, bringing the total square footage to 74,747 and making the total capital outlay \$1,369,658.

All available information relative to space utilization at Technical Institute of Alamance indicates a high utilization rate. In addition, it is the belief of the Institute's administration that enrollment growth will continue for some time, providing adequate facilities are available.

Students

Of the 8,405 students enrolled by TIA, 95.4 percent are residents of Alamance County and adjacent counties (Caswell, Chatham, Guilford, and Orange). Some of the 957 full-time curriculum students need financial aid in order to attend school. TIA has a financial officer who attends to these needs. The purpose of student financial aid is to provide financial assistance to students who, without such aid, would be unable to attend TIA. Recognition is made that the principal responsibility of financing an education lies with the family and with the student himself. Financial aid consists of scholarships or grants, loans, and employment or a combination of these. All recipients must be full-time students. TIA has other aids also, such as veterans benefits and Social Security benefits.

Faculty and Staff

The faculty and staff of TIA consists of 16 administrative and supervisory officers, 41 full-time faculty, and 357 part-time faculty.

Facilities

The facilities at TIA consists of 74,747 square feet of floor space, with equipment in each department for its curriculum.

Curricula

The curricula at TIA are made up of two programs of study—

Associate in Applied Science Degree Program and the Diploma or Vocational Program. The curricula in the degree program are as follows: Audiovisual Technology, Commercial Art and Advertising Design, Technical Illustrations, Business Administration, Business Data Processing, General Office Technology, Medical Secretary, Scientific Data Processing, Technical Secretary, Air Conditioning and Refrigeration, Chemical Technology, Drafting and Design Technology, and Electronics Engineering Technology. The curricula in the diploma program are as follows: Health Careers, Dental Assisting, Practical Nursing, Air Conditioning and Refrigeration Mechanics, Automotive Mechanics, Advanced Automotive Mechanics, Machinist Trade, and Mechanical Drafting.

TRI-COUNTY TECHNICAL INSTITUTE

P. O. Box 40

Murphy, North Carolina 28906

History

Tri-County Industrial Education Center located at Murphy was established November 5, 1964, as an Extension Unit of Asheville-Buncombe Technical Institute. In 1967, the State Board of Education approved changing the name to Tri-County Technical Institute operating under the authority of the Cherokee County Board of Education. On July 1, 1971, the General Assembly authorized the Board of Trustees of Tri-County Technical Institute to become a body corporate having its own legal power and authority pursuant to General Statute 115A-9.

Students

This institution began curriculum offerings in June, 1966, with ten students enrolled in two programs. There are 338 students currently enrolled in 13 programs. Four vocational courses are offered both day and night.

Local civic clubs from the three county service area of Clay, Cherokee, and Graham have provided some scholarship funds for deserving students. Vocational Work-Study and Veterans assistance are available to those students with entitlement.

From July 1, 1971, until May 17, 1972, there were 3,990 persons enrolled in extension classes, ranging in scope from Super-

visory Development Training to Adult Drivers Education. There were 285 individuals enrolled in off-campus Adult Basic Education classes. During this period of time, there have been 91 students enrolled in the Learning Laboratory, with 79 completing requirements for the G.E.D.

Faculty and Staff

The administrative staff consists of the following positions: President, Occupational Director, Student Personnel Director, Counselor, Adult Education Director, Extension Director, and Evening Director. Five of these individuals have the Master of Arts degree and two have the Bachelor of Science degree. There are nine members on the clerical staff.

The instructional staff has 21 members. Of this number, four have M.A. degrees and four B.S. degrees. Thirteen vocational instructors do not have degrees. The student teacher ratio is 17 1/2 to 1.

Facilities

The present facilities have 19,045 square feet of administrative, classroom, and laboratory space. With the exception of one classroom building and three minor additions, former prison facilities are still being utilized at the rate of 74.1 percent for classrooms and 119.7 percent for laboratories.

Contracts for Construction Project No. 84 have been negotiated, which upon completion will provide an additional 16,800 square feet of space. This project will also make the general appearance of the institution more appealing. A request is being made for another construction allocation which will permit renovation of existing facilities.

Curricula

Business Administration, Executive Secretarial Science, Police Science, Recreation Technology, and Teacher Aide are technical courses currently offered. These courses have an enrollment of 72. Auto Body, Auto Mechanics, Brick and Block Masonry, Carpentry and Cabinetmaking, Cosmetology, Radio and Television Servicing, Welding, and Surveying are the vocational courses being offered to an enrollment of 201. An average of

64 students has been enrolled quarterly in the contractual General Education programs with Western Carolina University.

As of February 28, 1972, this Institute became a Correspondent with the Southern Association of Colleges and Schools. The most difficult obstacles to overcome in meeting the Southern Association's standards are the inadequacy of plant facilities and local financial support.

VANCE COUNTY TECHNICAL INSTITUTE
406 Chestnut Street
Henderson, North Carolina 27536

History

In April of 1968, local citizens of Vance County and surrounding areas petitioned the State Board of Education for the establishment of a technical institute in Vance County. In July of 1969, a new technical school for Vance County was officially approved by the General Assembly and named Vance County Technical Institute.

Eight leading citizens were appointed to the Board of Trustees in August of 1969; they were sworn into office at a meeting in Charles Blackburn's office. At this meeting, the Trustees announced the leasing of the Old Maria Parham Hospital building for quarters of the new institution. Also, during this same meeting, Dr. Donald R. Mohorn was employed as president.

In September of 1969, the president and the personnel committee began interviewing and hiring the administrative faculty and staff. Major objective was to hire top-quality people who could begin organizing extension courses in order to involve the largest number of local citizens who in turn would generate public support for the Institute. The plan was to offer full-time curricular programs the following year. The first adult education classes were conducted in November, 1969, with an enrollment of over 500 persons.

From August, 1969, to January, 1970, the administrative staff occupied two small rooms that were located in the newly renovated Henry A. Dennis Building on Garnett Street. During this time-span, renovation work was proceeding at the Old Maria Parham Hospital. In January of 1970, the Institute moved into its new quarters at 406 South Chestnut Street.

In May of 1970, commencement exercises were held for the first time, with 21 students receiving their high school diplomas.

In July, 1970, Federal grants were received for the College Work-Study Program and for the College Library Resource Program.

From July, 1970, to December, 1970, vocational shops were developed on the third floor. The second floor was renovated for classrooms and the nursing training center. Scholarships were given by the Harriet-Henderson Mills and Fred Royster. The Veterans Administration gave its approval to training under the G. I. Bill, and a new automotive shop was added. Also, during this time-span, classes began in eight full-time technical and vocational curricular programs, and the welding shop was developed in an existing building on the grounds of the school.

The second graduation exercises were held in August, 1971, in the E. M. Rollins Auditorium. This was the first complete graduation ceremony. Seventy-six students graduated in many fields of interest: nurses, automotive mechanics, electricians, welders, people completing high school, radio and television technicians, and many others.

In its brief history, Vance County Technical Institute has become truly a comprehensive institution, offering training in the vocational and technical fields, general adult education, occupational extension programs, new and expanding industrial programs, high school completion and adult basic education. The Institute operates under the open door policy, and in so doing strives to offer training in as many areas as needed by the clientele it serves.

As the Institute continues to grow, many changes will be made so that the needs of students can better be met in our changing society.

Students

The student body of Vance Tech is comprised of students with a variety of cultural economic and social backgrounds. Most of the students come from within the four-county area of Vance, Granville, Warren, and Franklin counties. These students have many opportunities and services available to them. There are a number of scholarships, such as the Royster-Parker

Nursing scholarship and the Harriet-Henderson Mills scholarships. Also, hospital guild and Junior Woman's Club scholarships are available. In addition to scholarships, a College Work-Study Program and EOG funds are available.

Faculty and Staff

The faculty and staff of Vance Tech are comprised of highly qualified individuals who are professionally trained and working in the area of their expertise. Presently, there are 35 members on the full-time faculty and staff. In addition to full-time persons, the Institute employs approximately 75-100 part-time faculty who teach primarily in extension programs. Each faculty member supports the open door philosophy of the Institute and strives daily to assist students toward reaching their educational objectives.

Facilities

The physical facilities of Vance Tech include one main building and two shop buildings. The main building contains well-lighted and air conditioned classrooms and well-equipped laboratories. The two shop buildings house the welding and automotive mechanics programs. Located in the main building are the administrative offices and the learning resources center.

A new campus to comprise four buildings, located on Interstate 85, is being planned for the future. Plans are to occupy the new campus by the fall quarter of 1974.

Curricula

Vance Tech offers a broad scope of programs which are designed to meet the needs of students. New programs are constantly being added as the need requires. Programs currently offered are: Radio and TV Servicing, Electrical Installation and Maintenance, Automotive Mechanics, Practical Nursing, Welding, Drafting, Child Care, Business Administration, Secretarial Science, General Office Technology, Marketing and Retailing, and Accounting. In addition to the curricular programs, there are many extension courses designed to upgrade the skills of those who are employed and courses designed to improve the cultural aspects of life.

WAYNE COMMUNITY COLLEGE

P. O. Box 1878

Goldsboro, North Carolina 27530

History

Wayne Community College was established as Goldsboro Industrial Education Center on June 15, 1957. Classes were held in the local high school until completion of the original on-campus building in November, 1960.

Until the fall of 1962, all courses were taught in the evening and all students were part-time. The 1962-63 school year was the first year in which full-time courses were offered and the second school year in which programs leading to diplomas in Automotive Mechanics, Electronics, Drafting and Practical Nursing were taught. The year began with 47 students and eight faculty members.

In 1963, the first addition, containing a science laboratory and a dental clinic, was built; and Carteret Technical Institute became an extension unit. In January, 1964, Goldsboro I. E. C. became Wayne Technical Institute. Later in the year, James Sprunt Institute in Kenansville, opened its doors as a second extension center. In 1965, the third extension center, Sampson Technical Institute, was begun in Clinton.

By fall, 1966, enrollment had increased to approximately 550 full-time and more than 1,500 part-time students. To take care of this increase, two small classroom buildings were added to the classroom building constructed the year before and a new wing to the main building was built. This new construction also provided for an enlarged library, two more laboratories, and a large lecture room.

In 1967, another small classroom building and a large classroom-automotive building were constructed. Enrollment climbed to more than 600 full-time students and nearly 1,800 part-time students. In November, upon approval of a community vote for the necessary financial support, Wayne Technical Institute became Wayne Community College.

Since 1967, two wings have been added to one of the large classroom buildings providing more classroom, laboratory, and classroom space. This addition also included a large student

union designed by the students themselves and partially paid for by nearly \$25,000 raised by the student body.

A two-story classroom building was completed in the summer of 1970, adding much needed classroom and laboratory space. In December, 1970, the College was recognized as an accredited institution by the Southern Association of Colleges and Schools.

In 1971, a master plan for campus development was instituted. In the fall, the citizens of Wayne County participated with students, faculty and staff in a goals project to give direction to the institution and aid in the completion of this master plan.

In the fall of 1972, an enrollment of over 2,000 curriculum students is expected as compared to 47 just ten years ago. Prior to 1971, East Carolina University had provided extension classes at Seymour Johnson Air Force Base. Since that time, Wayne Community College has assumed those duties and offers a full Associate of Arts degree through evening classes for base personnel as well as for all other students. For the past several years, the number of students from Wayne County has been steadily increasing so that now Wayne County students make up nearly 70 percent of the student body. During 1971-72, financial aid to students attending the College totaled more than \$135,000.

Enrollment in adult education programs continues to increase, with over 5,000 attending classes in the spring of 1972.

Faculty and Staff

In September, 1970, the full-time faculty included 40 instructors with Bachelor's degrees or less, 29 with Master's degrees, and three with Doctor's degrees or advanced professional degrees. A year later, the full-time faculty increased to 88, with 45 having less than a Master's degree, 38 with Master's degrees or beyond, and five with doctorates or advanced professional degrees (M.D., D.D.S.). The 1971 faculty consisted of 39 women and 49 men. The total full-time staff supported by all sources is expected to be 170 for the fall of 1972.

Facilities

The Administration Building presently houses administrative offices, including the Dean of Students and the Learning Resource Center as well as classrooms and laboratories. Four small classroom buildings contain the nursing programs, watchmak-

ing, general purpose classrooms and the student bookstore. The newest structure, a two-story building, accommodates science laboratories, language and art labs, faculty offices, and several classrooms. The student union makes up one wing of "B" Building which also houses the Business Department, Drafting and Design, Automotive, Auto-Diesel, Welding, and a number of classrooms. Since 1969, the College, under contract with Goldsboro-Wayne Municipal Airport Authority, has operated the airport in connection with the aerospace programs offered by the College at the airport. The programs are housed in a large hangar and several mobile units.

Curricula

Twenty-three degree and diploma programs were in operation in the fall quarter of 1970. By 1971, the number had increased to 25, with the addition of Industrial Engineering Technology, Mental Health Associate, Associate Degree Nursing, and the elimination of Soil Conservation. In 1972, the number of programs remained the same, with the addition of Auto-Body Repair and the elimination of Electric Line Trade. Requirements for the Associate of Arts degree have been made more flexible and further study should increase the number of elective hours.

WESTERN PIEDMONT COMMUNITY COLLEGE

P. O. Box 549

Morganton, North Carolina 28655

History

In 1963, the General Assembly authorized establishment of Western Piedmont Community College under Chapter 115A, General Statutes of North Carolina. From the beginning, the citizens of Burke County demonstrated their interest in and strong support of the College by approving a bond issue by a ratio of seventeen to one. The Board of Trustees, comprised of 12 prominent citizens of Burke, McDowell and Caldwell Counties, assumed responsibility for the College in 1964 and elected Dr. E. W. Phifer, Jr., the first Chairman of the Board. The present Chairman, W. Stanley Moore, was elected in October, 1968.

Appointed by the Board of Trustees in October, 1964, Dr. Herbert F. Stallworth served as the institution's first president.

In April, 1967, Dr. Stallworth resigned and Dr. Gordon C. Blank, Dean of Instruction since the beginning of the College, became president. Full-time students were admitted in September, 1966, when the College began full operation, although part-time programs had been initiated in October, 1965. The first degrees were conferred in June, 1968.

The offices of the College were initially located in Morganton's City Hall. When the instructional program began, the College moved to the Central School Building; and additional rented spaces were also used while construction proceeded on the permanent campus, which is located at the intersection of Interstate 40 and Highway 64 at the southern edge of Morganton. On March 25, 1968, the beginning of the Spring Quarter, the first four permanent buildings were put into use. Two additional buildings were completed and placed into service during the fall and winter of 1970-71. The attractive buildings and extensive paved parking areas are located on a hilltop near the center of the 130-acre campus. The contemporary design of the architecture is enhanced by the view of the beautiful Appalachian Mountains on the horizon. Of particular interest is the outline of Table Rock Mountain, the symbol featured on the College seal.

Western Piedmont Community College is approved by the North Carolina State Board of Education. Full accreditation came in December, 1968, when the College received accreditation by the Southern Association of Colleges and Schools.

During the 1971-72 academic year, the College conducted an intensive self-study in a continuing effort to maintain the excellence in educational programs which has earned it recognition among colleges and universities.

Students

Predominately from Burke County, the approximately 1,000 curriculum students represent 23 North Carolina counties and 10 states and present a broad spectrum of ages, interests, educational needs and abilities. A composite study of student characteristics indicate that 40 percent commute 11 miles or more; 88 percent are white; 34 percent are women; less than 50 percent entered directly from high school; more than 75 percent are full-time students, 80 percent are employed full- or part-time; and more than 85 percent of students in the transfer program

continue their education at a senior institution. About 50 percent qualify for some type of financial assistance through federally funded programs; about two-fifths of the students receive VA or VR benefits and 40 students receive scholarships provided through local sources. In addition to its curriculum students, Western Piedmont serves approximately 1,500 to 3,000 adult non-credit students through the many courses offered by its Continuing Education Division.

Faculty and Staff

Western Piedmont's full-time instructional staff is comprised of 52 curriculum instructors and two Learning Laboratory coordinators. In addition, approximately 10 part-time curriculum instructors and 80-100 part-time continuing education instructors are used each quarter. Including administrators, counselors, librarians, technical and clerical personnel, and maintenance and custodial staff, the total of full-time employees is over 100.

Facilities

Centered in the beautiful and well maintained 130-acre campus are the six modern buildings housing classrooms, laboratories, learning resources center, offices and service facilities. Most functions are adequately served, but there exists a pressing need for a physical education building and a college union facility.

Curricula

The curricula of the college reflect the needs of the community, which is a center of State and private health care institutions. The health-service technical curricula offered include Associate Degree Nursing, Mental Health Associate, Medical Office Assistant, and Medical Secretary. Additional technical curricula include Accounting, Business Administration, Industrial Engineering Technology, Police Science, and Secretarial Science, with specialties in medical and legal areas. The one-year vocational curricula offered are Automotive Mechanics, Dental Assistant, Drafting, and Medical Laboratory Assistant. In the College Transfer Program, nine different pre-professional curricula are offered.

The Continuing Education Division has an extremely broad program, comprising everything from adult basic education through occupational and professional upgrading.

Throughout all of its programs, Western Piedmont strives to place its major emphasis on identifying the needs of its students and in providing programs to meet these needs on an individual humanistic and pragmatic basis.

WILKES COMMUNITY COLLEGE

P. O. Drawer 120

Wilkesboro, North Carolina 28697

History

The final months of 1964 witnessed the greatest surge in education ever heard of in Wilkes County. A bond issue for construction funds and a referendum for a local tax levy were overwhelmingly passed; the State Board of Education approved the establishment of a comprehensive community college in the county; and the newly selected Board of Trustees approved its name, Wilkes Community College.

On July 1, 1965, Dr. E. H. Thompson became president, occupying an office supplied by a local bank. Formal classes were held at night in a local high school. With the increase in demands, classes were initiated in some 32 sites throughout the county.

On October 1, 1969, a combination dedication and inauguration was held on the new 75-acre site in Wilkesboro. The three-building complex represented a total investment of approximately \$3,000,000.

Students

Wilkes Community College, although fully comprehensive, has maintained a two-to-one ratio in favor of occupational over college transfer programs relative to enrolled curriculum students.

Local participation has been exceptionally high in assistance, not only with human resources but with financial aid to students. Many programs have been enriched through donations of time, materials and equipment by local firms and citizenry.

Faculty and Staff

An even 100 highly trained faculty and staff, possessing doc-

torates, post-masters (Ed.S.), Masters degrees and skilled practitioners, administer programs to over 6,000 students in the three-county area.

Curricula

Consortial arrangement, now consisting of membership with several other Western North Carolina post-secondary institutions, is being broadened to extend beyond the State's boundaries. An extensive self-study and comprehensive in-service training program is in full progress to keep the College abreast of changes and to assume and maintain all aspects of sound management.

A Community Schools Program with the Wilkes County Administrative Unit is entering its second year and should produce the ultimate goal of carrying education to all peoples of the county.

The College works with the regional university in full implementation of its Training Complex and fuller utilization of staff members and spaces at each other's sites.

Although rugged in terrain and large in geographic size, the programs of the College and the enthusiasm of those being served are gradually making the word "Community" in the title of the College the true meaning of the service area of Wilkes Community College.

The College was fully accredited by the Southern Association of Colleges and Schools on December 2, 1970, followed by accreditation by the State Board of Education in April of 1971. The Practical Nurse Education program has been approved since March, 1966, and holds a perfect record of Licensed PNs attempting and passing the State Board of Nursing Examinations.

WILSON COUNTY TECHNICAL INSTITUTE

**P. O. Box 4305, Woodard Station
Wilson, North Carolina 27893**

History

Wilson County Technical Institute, located at the northern edge of Wilson on North Carolina Highway 42 and U. S. Highway 301-A (902 Herring Avenue), is designed to serve the needs of Wilson County and northeastern North Carolina.

The first classes were held in the Charles L. Coon Annex. Then, in the latter part of 1958, land was secured and the residents of Wilson County appropriated approximately \$200,000 for the construction of the first building. Ground-breaking was held on Thanksgiving Day, 1958.

In the spring of 1964, the name of the institution was changed to Wilson County Technical Institute, and authority was given by the State Board of Education to award the Associate of Applied Science degree.

As the enrollment increased, it became evident that the original building was inadequate for the instructional programs. A survey was made which provided justification for alterations to accommodate the increased enrollment. In addition, a new auto lab was constructed, allowing for an expansion of the existing facilities.

During the following years, a welding shop and a student lounge were constructed. In 1966, ground was broken for a new classroom-laboratory building which contained enlarged facilities for the library.

The year 1967 was a period of growth in both enrollment and staff to meet the demands for technical education. The administration developed plans to increase the size of the physical plant. As a direct result of this foresight, grants totaling over a million dollars were received for the construction and equipping of a mechanical classroom-shop building and a learning center. The present Power Mechanics Building was occupied in September, 1969, and the Learning Resource Center was opened in March, 1970.

In addition to the regularly scheduled curriculum courses, the Institute has pioneered in a wide variety of programs devoted to the individual and his community. Wilson Tech was the first school in the State to offer such courses as Heavy Equipment Operation, Law Enforcement Techniques, Naval Reserve Fire Training, and Industrial Sewing. Firemanship Instruction, Supervisory Skills, Homemaking, and Art are a few of the other programs designed to stimulate the residents of Eastern North Carolina to update their education.

On December 6, 1969, Wilson Tech reached another plateau in its quest for quality when it was accredited by the Southern

Association of Colleges and Schools. Shortly thereafter, on January 28, 1970, the Institute entered into inter-scholastic athletics by fielding a basketball team.

Also, in 1970, Wilson Tech entertained high school seniors with its annual Technician's Fair. The first fair was held on February 13 in observance of Occupational Education Week.

Students

There are over 1,000 students enrolled at Wilson Tech during the year. The Student Personnel services include counseling services provided by trained personnel. These services are available to every student from pre-admission through graduation, including transfer of placement. Each student is assigned a faculty advisor who serves to assist the student with specific course planning.

Financial Aid is available to full-time students in all State programs. Applications for financial aid can be obtained after acceptance into full-time programs. In addition, full-time students may receive small short-term loans from the school for incidental expenses. Forms of aid include College Work-Study, National Defense Student Loan, Educational Opportunity Grants, Law Enforcement Education, Veterans Administration Educational Assistance, Summer Work-Study (PACE), and aid from other private sources.

Faculty and Staff

The faculty and staff at Wilson Tech number approximately 55. In order to instruct students in each subject area, the faculty and staff are familiar with the curriculum and courses, job skills, and job descriptions.

The faculty and staff work together to assure a program of professional growth and development. Employees are free to take Sabbatical leaves. Membership in one or more of the professional organizations is encouraged because such memberships act as a source of pride, inspiration, and stimulation.

Facilities

There are six major classroom buildings on the campus, including a Learning Resource Center which consists of a library

and learning laboratory. Two additional buildings are planned within the next ten years. In addition to campus facilities, curriculum courses are taught off-campus in Cosmetology, Heavy Equipment Operator, Nurse's Assistant, and Practical Nurse Education.

Curricula

Eleven two-year curricula lead to an Associate in Applied Science degree. They are Accounting, Air Conditioning and Refrigeration, Business Administration, Corrections and Juvenile Delinquency, Business Data Processing, Drafting and Design, Electronics, Executive Secretary, Law Enforcement, Manufacturing, and Transportation Maintenance.

Eleven one-year curricula lead to a State diploma. They are Automotive Mechanics, Cosmetology, Diesel Mechanics, Electrical Installation and Maintenance, Electronic Servicing, Heavy Equipment Operator, Industrial Maintenance Mechanics, Machine Shop Operator, Nurse's Assistant, Practical Nurse Education, and Welding.

In the past year, Wilson County Technical Institute has formed advisory committees consisting of business men for each of its curriculum areas. The central purpose of occupational education is to fit the graduates for useful employment. To keep each program realistic and to adjust to the changing needs of the industry concerned, it is necessary to maintain a constant exchange with the industries to be served by the graduates of the program. Local advisory committees perform this significant function.

Several criteria are considered in the selection of members to the Advisory Committee. They must have valid first-hand experience in the area which the committee will serve. They must have the respect and confidence of their associates. They must be selected because of special qualification to represent a particular point of view. The total committee represents a broad, comprehensive segment of business or industry served by the program.

W. W. HOLDING TECHNICAL INSTITUTE

P. O. Box 200

Raleigh, North Carolina 27603

History

The Holding Technical Institute is located approximately ten

miles south of Raleigh on U. S. Highway 401. It is easily accessible to students residing in Wake, Johnston, Harnett and Franklin Counties.

The institution was chartered on April 3, 1958, as the Wake County Industrial Education Center, operating under the Wake County Board of Education. On January 8, 1964, control of the Center was transferred to a Board of Trustees and the name changed to the W. W. Holding Industrial Education Center. Mr. Holding, in whose honor the Institute was named, was a Wake Forest cotton merchant who had served as a County Commissioner from 1936 to 1962. He had been intensely interested in education and had been instrumental in the establishment of the school. On March 3, 1966, the State Board of Education authorized that the Center become a technical institute and licensed it to award the Associate in Applied Science degree.

Full-time curriculum instruction was begun on October 7, 1963, on the present campus. The full-time enrollment at that time was 57 students enrolled in five full-time programs—Practical Nurse Education, Automotive Mechanics, Electrical Installation and Maintenance, Mechanical Drafting, and Radio and Television Servicing. With the exception of Practical Nurse education, the same programs were also offered as part-time evening programs.

Students

During the period 1964-72, 2,931 students completed full-time courses of instruction at the Institute. Of this number, 374 were awarded Associate in Applied Science degrees, 929 were awarded diplomas, and 1,628 were awarded certificates. Within the same period, nearly 32,000 persons were enrolled in occupational extension, general adult education, adult basic education, and adult high school courses of varying duration.

At the start of school year 1971-72, the student body numbered 862 full-time students enrolled in twenty-five curriculum programs. The typical student in 1971 was an unmarried white male who had completed high school in either the academic or general curriculum. He did not intend to work toward a four-year degree following graduation from Holding Tech. Sixty-five percent of the students were referred to the Institute by another Holding Tech student or by a high school counselor. Sixty-six percent travel less than 25 miles each way to attend classes.

Thirty-seven percent of the students enrolled received Educational Opportunity or Law Enforcement Education grants, College Foundation loans, or some other type of financial assistance from the Veterans Administration or a number of other sources, both governmental and private. Over \$100,000 in aid was provided during the biennium 1970-72.

Forty-six percent of the student population was employed, working an average of 20 hours per week. Seventy-five percent of the working students earned less than \$3,000 per year.

Faculty and Staff

The Institute employs approximately 80 full-time faculty members. Instruction is conducted in the day curriculum and evening programs by full-time instructional personnel where possible. The Institute has found it advantageous to maintain enough full-time instructors to handle the entire instructional effort, rather than to staff separately for evening extension offerings.

The faculty has been recruited from other educational institutions, business and industry, and military service. Most of the faculty have had a broad professional employment background prior to joining the teaching staff. Faculty members are encouraged to take academic course work where possible to upgrade their skills. Currently, 24 instructors hold a Master's degree or higher.

The Institute is administered by a professional staff of approximately 30 personnel, many of whom hold advanced academic degrees in Business Administration, Education, Guidance and Personnel Services, or Library Science.

Facilities

The Institute's campus proper consists of four permanent buildings totalling over 77,000 square feet and eight temporary buildings totalling over 15,000 square feet, situated on a 34.5-acre tract of land. The majority of classroom and laboratory instruction is presented on the main campus. Instruction in the Health Occupations is presented in the Wake County Memorial Hospital in Raleigh and the Adult High School Diploma Program is conducted in the Needham B. Broughton High School, also in Raleigh. Whenever a need for such training exists, Health and Safety, Fire Services, and Law Enforcement programs, to men-

tion only a few, are presented in communities throughout the County.

The Institute's Learning Resources Center consists of the 10,000 volume Library which is open to the public, and the Programmed Materials Laboratory. The Programmed Materials Laboratory is one of the Institute's most extensively used facilities. Its purpose is to make available to the students and the general public an opportunity to learn new subjects, strengthen weak areas of learning, or to study and qualify for a high school equivalency certificate. It serves as a remedial clinic for aspiring students and a programmed classroom for adults who desire new or specialized training. The Programmed Materials Laboratory enables a person at any educational level to increase his knowledge in any of a wide variety of subjects.

Curricula

Holding Technical Institute offers the Associate in Applied Science degree in seven engineering related curriculums, four business related curriculums, and two public service related curriculums—Library Technology and Police Science Technology. Eight of the curriculums are presently being offered as Cooperative Education arrangements with industry.

Holding Technical Institute was the first in North Carolina to offer a Cooperative Education Program. From a beginning of only 28 Civil Engineering Technology students, all of whom obtained their work experience with various divisions of the State Highway Commission, the program has grown to a point where it now includes over 280 students each year. The list of Co-op employers has likewise expanded from the one original cooperating State agency to over 50 businesses and industries in Raleigh and other cities both in the State and out-of-State.

The Cooperative Education Program has provided students with the opportunity to apply classroom knowledge in a practical situation in the following fields of study: Architectural Technology, Chemical Technology, Civil Engineering Technology, Electrical Engineering Technology, Electronic Engineering Technology, Industrial Engineering Technology, Business Data Processing, Secretarial Science, and Automotive Repair. The program was established in order to provide more relevancy for the student and to create a closer working relationship between

Holding Tech and the business and industrial community in North Carolina.

Diploma programs are offered by the Institute in the Health Occupation fields of Practical Nursing, Medical Laboratory Assistant, and Operating Room Assistant. A Nursing Assistant course of less than one year is also offered and a certificate is awarded for satisfactory completion.

In addition to the health related programs, the Institute currently offers diploma programs in eight vocational trades areas; Air Conditioning and Refrigeration Servicing, Automotive Repair, Electrical Drafting, Electrical Installation and Maintenance, Machine Shop Practices, Mechanical Drafting, Radio and Television Servicing, and Tool and Die Practices.

The Continuing Education Division has responsibility for Adult Basic Education, General Adult Education, Occupational Extension Programs, and Special Programs.

Occupational Extension courses are designed to prepare individuals for employment or to upgrade the skills of those already employed. This training is offered whenever the need exists. This instruction is presented either at the Institute or in facilities provided by an employer. Classes can be scheduled during the day or evenings.

Special programs include secretarial and clerical instruction presented primarily to the disadvantaged as part of the federally sponsored Work Incentive Program (WIN) and Greater Raleigh Opportunities Worthwhile, Inc. (GROW) and New Careers.

Training for welders, carpenters, bricklayers and plumbers is currently being presented under the Manpower Development Training Act (MDTA).

Training programs for employees and potential employees of new industries locating in Wake County, conducted at their request, prepare individuals in skills demanded by the incoming industry. This type program has been influential in attracting business and industry to Raleigh and Wake County.

Holding Technical Institute is accredited by the Southern Association of Colleges and Schools. It is approved by the State Board of Education, Division of Vocational Rehabilitation; the Veterans Administration; the North Carolina State Board of Nursing; and the American Society of Clinical Pathologists. In

March, 1972, representatives of the Engineer's Council for Professional Development examined the Institute's seven engineering technology curriculums to determine which merited full accreditation by that organization. The council will announce its decision late in 1972.

ADMINISTRATIVE PERSONNEL DEPARTMENT OF COMMUNITY COLLEGES

State President

Fountain, Dr. Ben E., Jr., State President
Blackmon, John H., Assistant to the President

State Vice President

Holloman, Dr. Charles R., State Vice President

State Vice President for Administrative Services

Parrott, Dr. J. Reid, Jr., Vice President for Administrative Services

Dean of Planning and Coordination

Bucher, Charles A., Dean

Management Information

Wingfield, Julian, Director
Harris, Daniel P., Assistant Director

Research and Planning

Fischer, Lt. Gen. Harvey H., Director

Annual Reporting

Fischer, Lt. Gen. Harvey H., Director

Policy and Administrative Memos

Bobbitt, M. Stanford, Director

Department Procedures

Bobbitt, M. Stanford, Director

Dean of Information and Publications

Parrott, Dr. J. Reid, Jr., Acting Dean

Federal-State Relations

Parrott, Dr. J. Reid, Jr., Acting Coordinator

Publications

Duckett, Mrs. Nancy, Coordinator

Press

Duckett, Mrs. Nancy, Coordinator

Dean of Business Affairs

Battle, Hugh E., Jr., Dean

Construction

Outland, Vincent C., Coordinator

Equipment—108 S. Harrington Street

Proctor, H. S., Director

Hinton, Eugene, Coordinator of Inventory

Richards, Lyndon C., Assistant Coordinator of Inventory

Johnson, Walter A., Coordinator, Excess & Federal Surplus
Property

Mashburn, Woodrow, Coordinator, Equipment Transfer &
Maintenance

Media Processing—100 S. Harrington Street

Melton, Mrs. Vera B., Director

Allen, Mrs. Ortha Lee, Librarian

Barefoot, Miss Pamela Kay, Librarian

Rosser, Miss Helen, Librarian

State Vice President for Educational Services

Wilson, Edward H., Vice President for Educational Services

Dean of Degree and Diploma Programs

Bevacqua, Anthony J., Dean

Developmental Programs

Hudson, Coy L., Director

Transfer and General

Anderson, Bobby, Director

Occupational

Oleson, Kenneth S., Director

Dean of Student Personnel and Program Resources

Southerland, Isaac B., Dean

Division of Institutional Evaluation

Porter, G. Herman, Director

Ellerbe, James H., Assistant Director

Instructional Laboratory

Worthington, Roger G., Director

Daughtry, Miss Miriam, Assistant Director—Health
Occupations

Eller, Mrs. Vercie M., Assistant Director—Health Occupations

Gourley, Frank A., Jr., Assistant Director—Engineering Tech.

Hamlett, James H., Assistant Director—Special Programs

Richardson, James A., Asst. Director—Community Services &
Cultural Arts

Spivey, Richard C., Jr., Assistant Director—Business
Programs

Williams, Thomas E., Assistant Director—Vocational
Programs

Libraries, Learning Laboratories & Resources

Carter, Joseph B., Director

Andrews, Miss Carol V., Assistant Director

Student Personnel

Jefferies, Raymond L., Jr., Director

Graphics and Art

Herman, Kenneth S., Jr., Director

Pugh, William F., Graphic Arts Consultant

Dean of Continuing Education

Barrett, Charles M., Dean

Division of Industrial Services

Sturdivant, Joe E., Director

Moore, Donald J., Assistant Director

Rollins, Ted R., Assistant Director

Wiles, John F., Industrial Training Coordinator

Gardner, H. Marvin, Industrial Training Coordinator

Green, Michael J., Coordinator of Instructor Development

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Delamar, Ned E., Director

Abernethy, William A., Supervisor—Forensic Science

Ipock, Fred P., Coordinator of Fire Service Training

Miller, Hal M., Director—Hospitality & Seafood Occupations
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Phillippe, D. Keith, Director—Fire Service Training

Stevenson, Robert M., Director—Law Enforcement Training

Strother, Ralph J., Coordinator of Traffic Service Training

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Lilley, Dr., Leonard D., Jr., Director

Brookshire, G. Glenn, State Administrator of GED Programs

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Smith, Robert G., Director

Faircloth, L. Odell, Assistant Director

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